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BULLETIN, 1915, NO. 28

WHOLE NUMBER 655

THE EXTENSION OF PUBLIC EDUCATION
A STUDY IN THE WIDER USE OF
SCHOOL BUILDINGS

By CLARENCE ARTHUR PERRY
RUSSELL SAGE FOUNDATION



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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, June 4, 1915.

SIR: Until within the last few years public schoolhouses in American cities and towns were open only for the regular school work and for children of legal school age. For this purpose they were open only from 5 to 7 hours a day for from 150 to 190 days in the year, a total of not more than 1,400 hours a year, and were closed to all use through the remainder of the 8,760 hours of the year. Public school funds were used only for the regular school work. Only occasionally evening classes for older boys and girls and for men and women were found, and sometimes schoolrooms were used for public debates and for meetings of literary societies composed chiefly of older boys and girls of the school. Except for the very few who went to college, education was supposed to stop with childhood and the total or partial completion of the prescribed work of the elementary schools, or, at most, with the years of early adolescence and the work of the high school. The public schools had no further concern for them. But since the beginning of the present century there has been a growing interest in public school extension and for a fuller use of the public school plant. In most cities and large towns schoolhouses are now used for night schools, both for older boys and girls and for adults, for meetings of civic societies, for entertainments, for meetings of parent-teacher associations, and other similar educative purposes, and it is not uncommon for public school funds to be used directly or indirectly for the promotion of these larger and less organized forms of education. To meet the demand for some intelligent account of the nature and progress of this movement for the extension of public education and the wider use of school buildings, I recommend that the manuscript transmitted herewith be published as a bulletin of the Bureau of Education. It was prepared at my request by Mr. Clarence Arthur Perry, of the Russell Sage Foundation, through the cooperation of that Foundation and this Bureau.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

THE EXTENSION OF PUBLIC EDUCATION.

WHAT IT IS THAT IS BEING EXTENDED.

During the fall of 1912 a bitter political contest was waged in Jersey City. The decisive rally, tense and surcharged with partisan feeling, at which public sentiment was finally captured by one of the striving factions, was held in the city high school. Having in mind the violent possibilities natural to a political mass meeting, the education authorities took precautions. Through the newspapers the public was instructed regarding the hour of opening the doors and the particular entrances to be used in entering and leaving the building, and it was informed of the ban upon smoking. Citizens were also requested to cooperate with the police in maintaining order in and around the school premises. The orderliness that resulted was remarkable, considering the occasion. The audience, which included many ladies, showed no disposition to smoke during the proceedings, and only a few had to be cautioned about it at the doors. "In fact," reported Supt. of Schools Henry Snyder, "the prevalent good order was the cause for much favorable comment." Thus the matter of talking over the affairs of government and of selecting public servants, a business that is often transacted amidst sordid surroundings and but feebly participated in by large and important elements of the population, was dignified and made more widely representative through coming under the shelter of the public-school system. In this incident we see an illustration of a community activity being modified by public school control.

There is a tendency to overlook the precise nature of the process known as public education. It is a common habit to think of the activities which go on in the classroom as in some essential way different from those which go on in the parlor, the office, and the shop. The imposing and intricate machinery of modern education makes it easy to lose sight of the fact that nothing is done within the school that is not done outside of the school. Children learned to understand graphic signs and to count things by means of symbols long before schools existed. In the tribal period, history and poetry were imparted to the young through the camp-fire recitals of the elders. To-day boys and girls begin to pick up the three R's and to acquire something of local geography before they enter a classroom. Many boys use saws and hammers before they get into the manual training shop, and most girls do something with dishes before they enter the domestic science room. With everybody, learning begins before the

school days and continues after they have passed, and even during them it goes on outside of the classroom as much, perhaps as within it.

The distinctive work of the school is to make certain common activities go better than they ordinarily do apart from it. Essentially, it is an improving, elevating, ameliorative function that the school has always attempted to perform, and must from its very nature always strive to perform in the future. It may not always enrich the character of the activity it takes over, but it always insists upon its conformity to a certain manner. Its efficacy in imposing upon human conduct a desired mold was first appreciated, naturally enough, by the church, an institution which has supported it from the earliest times and by which it will probably always be regarded as a necessary instrument. With the development of democracy and the increasing participation of the common people in the affairs of government, concern was felt as to the wisdom and intelligence which the masses would display in the exercise of suffrage. This anxiety arose from the belief that the intellectual training of the rising generation, which was then being given largely in the home, and only to a limited degree by the church and private agencies, was not sufficiently even, systematic, and efficient to insure the adequate education of all the future citizens. Education was indeed going on in one way or another everywhere, but it was not uniformly good enough. And so the public school was instituted to better generally the rudimentary instruction then in existence.

Bettering, in the sense intended here, does not mean that the public school, upon assuming the burden of teaching the three R's, immediately improved the quality of that process as carried on in exceptionally favored homes or private schools. What is meant is that, through the transfer, in the main, of this instruction from careless, untutored, and unsystematic parents to persons specially prepared for and devoting regular periods to teaching, the learning of the three R's was greatly facilitated for the multitudes of boys and girls who had hitherto enjoyed no particular educational advantages. By improving the instruction of a large part of the children, the public school bettered the *bulk* of the elementary instruction for all. Other activities which have been unevenly and inadequately performed by the home are being continually taken over by the public school with the same kind of ameliorative result.

Let us take one other example. Parents, as a rule, have always cared in some way for the bodies of their children. Their solicitude may have resulted in little more than trimming the hair or providing clothes; it may have taken the absurd Chinese form of binding the feet, but it has seldom been absent altogether. On the other hand, few fathers, even to-day, have in practice attained to the height of their obligation in this matter; that is to say, few parents are sys-

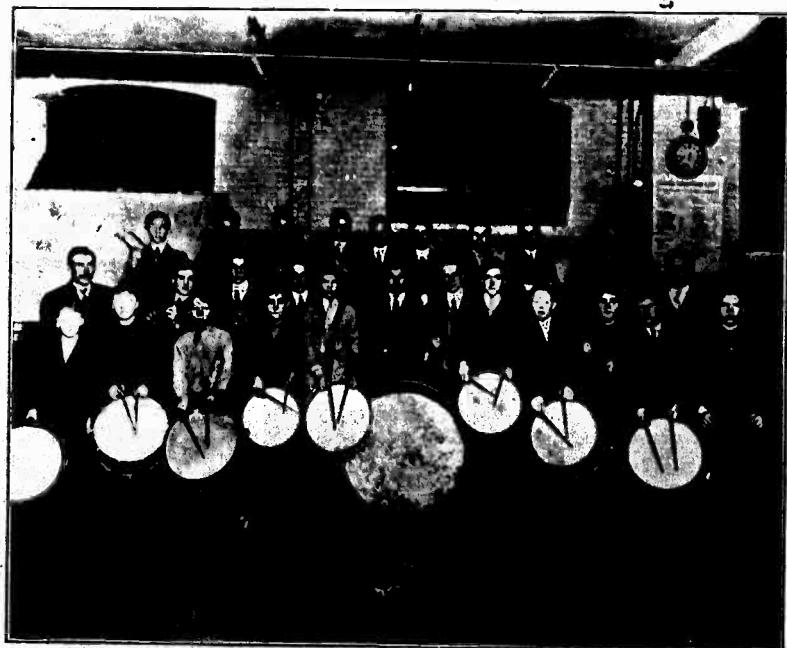
BUREAU OF EDUCATION

BULLETIN, 1915, NO. 28 PLATE 1



A. AN EAST BOSTON MUSICAL CLUB.

The privilege of belonging to a mandolin club need not be limited to college students.



B. THE DRUM CORPS SATISFIES A STRONG INSTINCT.

BUREAU OF EDUCATION

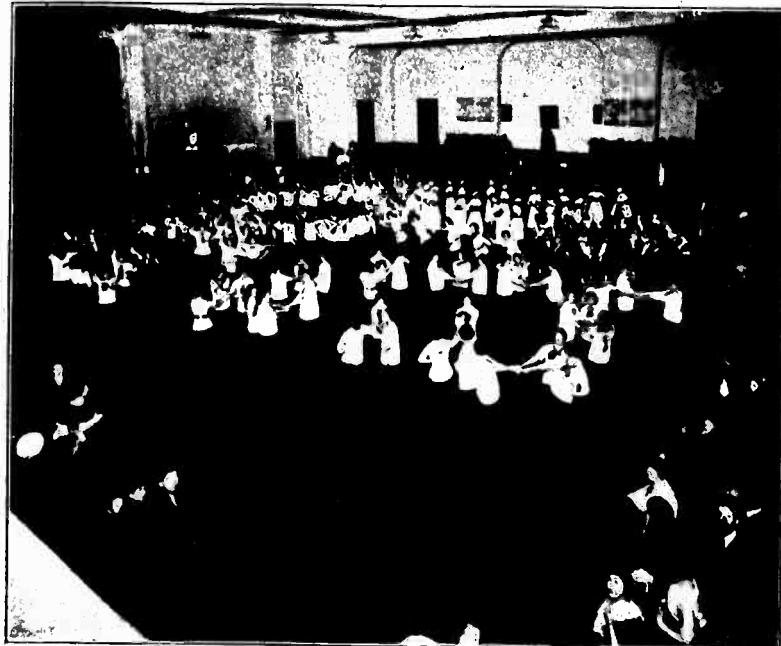
BULLETIN, 1915, NO. 29, PLATE 2



A. A GIRLS' DRAMATIC CLUB PRESENTING "TOM PINCH."



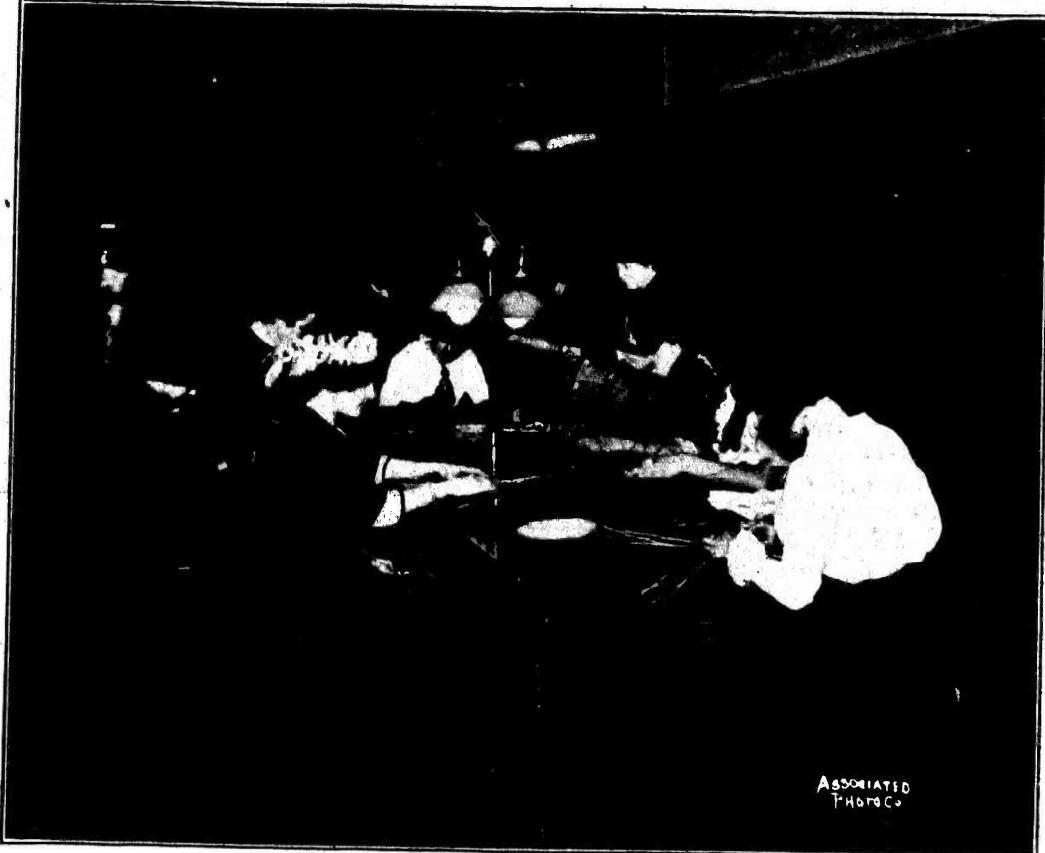
B. NOVELTY SEWING AND IRISH CROCHET CLUB—BOSTON EVENING CENTERS.



I. A FOLK-DANCING CLUB IN THE ROXBURY HIGH SCHOOL ASSEMBLY ROOM,



II. A GOOD-TIMES CLUB IN EAST BOSTON.



ASSOCIATED
PHOTO CO

A. A BASKETRY CLUB AT HOME IN A SCHOOL CORRIDOR.



ASSOCIATED
PHOTO CO

B. CHORAL CLASS IN LOUISVILLE.

These boys were "problems" at the center until music was tried.

tematically having their growing sons and daughters professionally examined for bodily imperfections, defects of the teeth, the throat, and the sense organs, thus making possible the initiation of corrective measures while they are still feasible. By making medical inspection a school duty, the discharge of this family obligation is being raised to a higher level of thoroughness and efficiency; for the mass of the children the performance of this function is being vastly improved through its assumption by the public school. **To take a common but vital human activity that may be well performed by the few, but is carried on imperfectly by the many, and lift it universally to a higher plane—this is the essential function of public education.**

Since public education introduces no new activities, but deals always and only with those which are common to the life outside of the school, the improvements it effects are necessarily improvements in *manner*. Its achievement is that the activity it takes over goes on in a better, more uniform way than it ordinarily does when left to itself. In other words, public education always changes human conduct, and if it were not for the fact that we are accustomed to associate *moral* with deliberate wrong-doing and not with careless or unenlightened actions, it would be the right name to give to the specific work of the public school. That a close kinship exists between morality and the essential nature of public education is obvious. This relationship is interestingly unveiled when we go back of the earliest beginnings of public education and penetrate the considerations which drove our forefathers to take the first concrete steps toward the establishment of free schools. Their mental workings are clearly revealed in an old Boston school law of 1642, wherein it is set forth that selectmen are required to "have a vigilant eye over their brethren and neighbors; to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach their children and apprentices so much learning as may enable them perfectly to read the English tongue and obtain a knowledge of the capital laws." Motives of a more palpably moral character it would be difficult to discover behind any other undertaking that was not connected with the church.

If further evidence were needed to substantiate the claim that this improving function constitutes the essence and core of public education, the permanency of this characteristic would afford it. In the early days the public school was exclusively devoted to the intellectual and the academic. Now the handling of the saw and the tooth-brush drill are taking their places alongside of parsing and ciphering. Once society felt an educational duty toward children only; now through its State and city colleges it is taking in adults. No matter, however, what changes occur in the field or range of public education, its bettering, uplifting character persists unchanged.

At bottom self-preservation was the motive that brought the public school into existence, and it has now served that purpose so long that it is inconceivable that society would ever allow it to be used for destructive purposes. Furthermore, through being forced to combine their means in the employment of skilled persons to teach their children the three R's, people have learned that they can use the same method in obtaining for their offspring and for themselves opportunities for self-realization and happiness which individually they could not afford. So that not only the circumstances of the public school's origin, but society's innermost, selfish interests, bind it to the continuance, throughout all future time, of its present distinctive function.

The teaching staff and other machinery of the school being thus unalterably dedicated to a betterment service it follows that society will not permit the buildings which were erected solely for the same purpose to be put to any sort of contrary or deteriorating use. In the public mind the schoolhouse is so closely associated with wholesomeness that an antisocial event happening in it, either during or after the regular classes, is immediately resented. If it occurs in the schoolhouse, it is a public matter; if it does not come up to local standards of propriety, criticism is certain and prompt.

The statistics about to be presented show that new and varied activities have come within the environment and under the control of public education. Viewed as figures, or as so many congregations of human beings, they have little meaning. When regarded as evidence of an increase in the range and power of the most effective instrumentality for the improvement of mankind that society has ever contrived, they have an enormous significance. Do they show that lectures are held in the schools? It means that new canals have been dug to facilitate commerce in the world's stores of knowledge. Do they reveal parent-teacher gatherings in classrooms? Society is getting team-work between the home and the school. Political rallies and voting? The seat of democracy is being transferred from the back hall and the barber shop to more suitable quarters. The games of boys and girls? Childhood is beginning to receive intelligent consideration. Youths and maidens consorting in school halls and gymnasiums? Instincts of racial importance are being cherished instead of exploited. In general, it may be said that the figures to follow roughly profile a vast ground swell of social effort; they measure the sweep of a deliberate, cooperative reaching-out for a finer and richer human life.

The two corollaries of school extension need no further amplification:

- (1) Every work of improvement accomplished through the public school is educational.

(2) The activities now embraced under public education may be added to or replaced by new ones, but no such change can alter its essential nature, which is improvement.

THE EXTENT OF THE EXTENSION MOVEMENT.

It is a matter of common observation that school properties throughout the country are being increasingly used outside of the regular class hours, but how many cities are thus utilizing their schools, how many schools in each of these cities have the wider use, how continuous it is and what it consists of in these various schools—upon these points no accurate information has been available. To assemble such information as could be obtained upon these points was the object of this inquiry. The difficulties of the task were two-fold: (a) A vast number of miscellaneous after-school occasions take place of which no systematic records are kept, and (b) in cities where the after-class use has been more or less systematized the records of one system are not comparable with those of any other. While these obstacles have not been entirely overcome, it has been possible nevertheless to bring together certain data which do increase our knowledge of the extent of "wider use."

The Bureau of Education annually puts certain questions to the public school officials of the country. Upon the city schools questionnaire devoted to "Statistics other than fiscal (Part I)" appears the inquiry (No. 18), "Name any special activities connected with the school system, as lectures, playgrounds, social centers, etc." The answers made to that question for the school year ending in June, 1914, have been tabulated by the Statistical Division of the Bureau of Education and are set forth in Table 1. A preliminary examination of the table in the light of information regarding local extension activities already at hand in the correspondence of the bureau and the files of the department of recreation of the Russell Sage Foundation showed that many cities which could have answered question 18 affirmatively had failed to do so at all. Since the information on hand consisted of written or printed reports from the local school authorities themselves, it was felt that, in the interest of greater completeness, it would be justifiable to attempt to answer, as far as the facts known to us permitted; for the cities which had not answered for themselves. This was accordingly done, and the cities for which replies have been gratuitously furnished are shown in the table. While the interpolated answer may not disclose all of the city's extension work, it is authentic as far as it goes. But the cities for which this had to be done are so numerous (they number 86, or about 14 per cent of all in the table) as to arouse the suspicion that other municipalities, not represented in our supplementary reports, and yet actually engaged in extension activities, are omitted from the list through failure to answer this inquiry. The omission of a city, there-

fore, is not good evidence that that city is not doing any extension work; and, however widespread the table may show the after-class activities to be, it must always be regarded as an understatement of the actual facts.

It will be observed that all of the States, including the District of Columbia, are represented in the table except Delaware. In no one section of the country is school extension strikingly more prevalent than it is in other parts. In its superficial aspects at least the movement seems to have spread evenly over the whole country. The infinite variety of its manifestations is indicated by the variations in the replies in the several columns and particularly by the fullness of the references to miscellaneous activities. The total number of entries under the several heads are as follows:

Summary of cities and activities reported in Table 1.

	Cities.
Total number of cities reporting.....	603
Cities reporting—	
Playgrounds.....	345
Miscellaneous activities.....	294
Lectures.....	289
Paren-teacher associations.....	207
Social centers.....	129
Vacation schools.....	39

As a country-wide inventory of these activities this statement suffers from sources of incompleteness mentioned above and also from the fact that only three of the items (lectures, playgrounds, and social centers) were named in the circulated question. Many superintendents doubtless were not accustomed to think of their parent-teacher associations and vacation schools as "special activities" of their systems and consequently did not report them.

"Social center" is generally understood to indicate a rather elaborate and intensive after-school development, but the replies of the school officials show that the term is actually applied to undertakings differing greatly as to amount and character of work. One city, for example, reported social centers when it appeared from other information furnished that during one month the extension activities comprised only one lecture, and during a later month only three meetings of an adult society. Another city reported social centers when, according to its own statement, its school extension work other than the regular night school, was all carried on in a high school which is open evenings on an average of about four times a month. Other instances of undertakings similarly slight and sporadic bearing this dignified label could also be cited. Until, therefore, the enterprises going by this name have become more definitely standardized, it will not be very useful as an index to the character or amount of activity in a particular school extension development.

EXTENT OF THE EXTENSION MOVEMENT.

18

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914.*

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.	EXTENT OF THE EXTENSION MOVEMENT.	
							1	2
Alabama.								
Birmingham.	Yes.....	Lyceum course.						
Dothan.	Yes.....							
Huntsville.	Yes.....							
Selma.	Yes.....	Health series.						
Troy.	Yes.....							
Arizona.	Yes.....							
Bisbee.	Yes.....							
Douglas.		Redpath Lyceum.						
Prescott.		University extension.	Yes.....					
Arkansas.								
Port Smith.								
Alabama.								
Helena.	Yes.....	Lyceum courses.						
Jonesboro.	Yes.....							
Little Rock.	Yes.....							
Paragould.	Yes.....							
California.								
Alameda.								
Berkeley.	Yes.....							
Butte.	Yes.....							
Fresno.	Yes.....							
Long Beach.	Yes.....							
Los Angeles.	Yes.....							
Marshall.	Yes.....							
Oakland.								
Ontario.								
Pasadena.	Yes.....							
Pomona.	Yes.....							
Sacramento.	Yes.....							
San Francisco.	Yes.....							
Santa Ana.	Yes.....							
Santa Barbara.	Yes.....							
Santa Cruz.	Yes.....							
Santa Fe.	Yes.....							
Stockton.	Yes.....							

1. Question 15 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

Meetings and socials.

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Table 1.—Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914—Continued.

State	Lectures	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1	2	3	4	5	6	7
Colorado:						
Boulder 1	Yes		Yes	Yes	Yes	
Canon City			Yes	Yes	Yes	
Cripple Creek	Yes		Yes	Yes	Yes	
Durango			Yes	Yes	Yes	
Grand Junction			Yes	Yes	Yes	
Pueblo, District No. 1			Yes	Yes	Yes	
Connecticut:						
Bristol	Yes		Yes	Yes	Yes	
Greenwich			Yes	Yes	Yes	
Meredith			Yes	Yes	Yes	
Middletown	Yes		Yes	Yes	Yes	
New Haven			Yes	Yes	Yes	
New Haven			Yes	Yes	Yes	
New London			Yes	Yes	Yes	
New Milford			Yes	Yes	Yes	
Plymouth						
Southington						
Stamford						
Wallingford						
Washington:						
Walla Walla						
Tampa						
Florida:						
Georgia:						
Athens			Yes	Yes	Yes	
Atlanta			Yes	Yes	Yes	
Bathbridge			Yes	Yes	Yes	
Columbus			Yes	Yes	Yes	
Dublin			Yes	Yes	Yes	
Elberton			Yes	Yes	Yes	
Marietta			Yes	Yes	Yes	
Valdosta			Yes	Yes	Yes	
Idaho:						
Bonne			Yes	Yes	Yes	
Coeur d'Alene			Yes	Yes	Yes	
Concerts, debates, etc.						
40-acre park						
Yes						

EXTENT OF THE EXTENSION MOVEMENT.

15

		Yes supervised.	Yes not supervised.	
Wisconsin:				
Twin Falls.....	Yes.....	Yes.....	Yes.....	
Aurora.....	2.....	Yes.....	Yes.....	
Baraboo.....	Yes.....	Yes.....	Yes.....	Night school.
Beardstown.....	Yes.....	Yes.....	Yes.....	Public debates and entertainments.
Bellville.....	Yes.....	Yes.....	Yes.....	Social centers under parent-teacher club.
Bloomington.....	8.....	Yes.....	Yes.....	Entertainments, meetings, in high school.
Carroll.....	Yes.....	Yes.....	Yes.....	Entertainments, meetings, in high school.
Champaign.....	Yes.....	Yes.....	Yes.....	Election uses.
Chicago Heights.....	Yes.....	Yes.....	Yes.....	
Clinton.....	Yes.....	Yes.....	Yes.....	
Douglas.....	Yes.....	Yes.....	Yes.....	
DuQuoin.....	Yes.....	Yes.....	Yes.....	Entertainments, clubs, in high school.
Elgin.....	Yes.....	Yes.....	Yes.....	Athletics, oratorical contests, etc.
Galesburg.....	Yes.....	Yes.....	Yes.....	Foreigners' class in English.
Granville City.....	Yes.....	Yes.....	Yes.....	Night schools.
Harvey.....	Yes.....	Yes.....	Yes.....	Meetings of adult organizations.
Joliet.....	Yes.....	Yes.....	Yes.....	Public meetings.
LaSalle.....	Yes.....	Yes.....	Yes.....	Political and other meetings.
Mattoon.....	Yes.....	Yes.....	Yes.....	Do.
Maywood.....	Yes.....	Yes.....	Yes.....	Physical culture and other clubs.
McLean.....	Yes.....	Yes.....	Yes.....	Domestic science association; civic club.
Monmouth.....	Yes.....	Yes.....	Yes.....	Social and other gatherings.
Murphyboro.....	Yes.....	Yes.....	Yes.....	
Oak Park.....	Yes.....	Yes.....	Yes.....	Entertainments and meetings.
Pana.....	Yes.....	Yes.....	Yes.....	Night school; club meetings.
Pearl.....	Yes.....	Yes.....	Yes.....	
Pontiac.....	Yes.....	Yes.....	Yes.....	Civic meetings; patriotic celebrations.
Rockford.....	Yes.....	Yes.....	Yes.....	
Springfield.....	Yes.....	Yes.....	Yes.....	Balloons and political use.
Shreveport.....	Yes.....	Yes.....	Yes.....	
Urbandale.....	Yes.....	Yes.....	Yes.....	Community use of high school.
Waukegan.....	Yes.....	Yes.....	Yes.....	
Indiana:				
Anderson.....	Yes.....	Yes.....	Yes.....	41 acres.
Bloomington.....	Yes.....	Yes.....	Yes.....	Super. Soc'd.
Brentwood.....	Yes.....	Yes.....	Yes.....	Yes.
Conwayville.....	Yes.....	Yes.....	Yes.....	Yes.
Crawfordsville.....	Yes.....	Yes.....	Yes.....	Yes.
East Chicago.....	Yes.....	Yes.....	Yes.....	Yes.
Evansville.....	Yes.....	Yes.....	Yes.....	Yes.
Fort Wayne.....	Yes.....	Yes.....	Yes.....	Yes.
Frankfort.....	Yes.....	Yes.....	Yes.....	

¹ Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

THE EXTENSION OF PUBLIC EDUCATION.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914—Continued.*

City.	Lectures.	Social centers.	Parent-teacher associations.	Play-grounds.	Vacation schools.	Miscellaneous.	7
Indiana—Continued.							
Gary	Yes.	Yes.	Yes.	Yes.	Yes.	Night citizenship course.	
Hammond	Yes.	Yes.	Yes.	Yes.	Yes.	Club work, high school.	
Huntington	Yes.	Yes.	Yes.	Yes.	Yes.		
Indianapolis	Yes.	Yes.	Yes.	Yes.	Yes.		
Jeffersonville	Yes.	Yes.	Yes.	Yes.	Yes.		
Lafayette	Yes.	Yes.	Yes.	Yes.	Yes.	Polling places; political meetings; art exhibitions.	
Leopold	Yes.	Yes.	Yes.	Yes.	Yes.		
Madison	Yes.	Yes.	Yes.	Yes.	Yes.		
Merton	Yes.	Yes.	Yes.	Yes.	Yes.		
Michigan City	Yes.	Yes.	Yes.	Yes.	Yes.		
Mont Vernon	Yes.	Yes.	Yes.	Yes.	Yes.		
Muncie	Yes.	Yes.	Yes.	Yes.	Yes.		
New Albany	Yes.	Yes.	Yes.	Yes.	Yes.		
Noblesville	Yes.	Yes.	Yes.	Yes.	Yes.		
Richmond	Yes.	Yes.	Yes.	Yes.	Yes.		
Seymour	Yes.	Yes.	Yes.	Yes.	Yes.		
South Bend	Yes.	Yes.	Yes.	Yes.	Yes.		
Sullivan	Yes.	Yes.	Yes.	Yes.	Yes.		
Washington	Yes.	Yes.	Yes.	Yes.	Yes.		
Waukegan	Yes.	Yes.	Yes.	Yes.	Yes.		
Waukegan, Burdettton, Charles City, Council Bluffs	Yes.	Yes.	Yes.	Yes.	Yes.		
Davenport	Yes.	Yes.	Yes.	Yes.	Yes.		
Des Moines	Yes.	Yes.	Yes.	Yes.	Yes.		
Fort Dodge	Yes.	Yes.	Yes.	Yes.	Yes.		
Fort Madison	Yes.	Yes.	Yes.	Yes.	Yes.		
Grinnell	Yes.	Yes.	Yes.	Yes.	Yes.		
Keokuk	Yes.	Yes.	Yes.	Yes.	Yes.		
Mason City	Yes.	Yes.	Yes.	Yes.	Yes.		
Muscatine	Yes.	Yes.	Yes.	Yes.	Yes.		
Oskaloosa	Yes.	Yes.	Yes.	Yes.	Yes.		
Ottumwa	Yes.	Yes.	Yes.	Yes.	Yes.		
Shawnee	Yes.	Yes.	Yes.	Yes.	Yes.		
Sioux City	Yes.	Yes.	Yes.	Yes.	Yes.		

EXTENT OF THE EXTENSION MOVEMENT.

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..... Yes..... Data here given are supplied from other sources of information.

THE EXTENSION OF PUBLIC EDUCATION.

TABLE 1.—Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914.—Continued.

City.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.	
						1	2
Massachusetts—Contd.							
Cambridge.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Chelmsford.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Chelsea.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Chicopee.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Clinton.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Dedham.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Easthampton.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Everett.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Fall River.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Franklin.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Gloucester.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Greenfield.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Holyoke.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Hudson.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Lawrence.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Leominster.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Lynn.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Marlboro.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Marlboro.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Medford.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Melrose.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Methuen.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Milton.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Needham.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
New Bedford.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Newburyport.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Newton.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
North Attleboro.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Newton.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Peabody.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Quincy.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Revere.....	Yes.....	.....	Yes.....	.....	Yes.....	Yes.....	Yes.....
Roxbury.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....
Salem.....	Yes.....	Yes.....	Yes.....	Yes.....	Yes.....

EXTENT OF THE EXTENSION MOVEMENT.

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¹ Question 18 was not answered on the City Schedule, Part I, returned by this city.

TABLE 1.—Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914.—Continued.

EXTENT OF THE EXTENSION MOVEMENT.

EXTENT OF THE EXTENSION MOVEMENT.

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Montana:	Anaconda	Yes	2 (municipal)
Great Falls	Yes	Entertainments, Civic and social use; club meetings, Women's domestic science class; purple socials?	
Helena	Yes		
Kalispell	Yes		
Missouri:	Nebraska:		
Omaha	Yes	Starting	Yes...
South Omaha	2	Yes	Yes...
Nebraska:	2	Yes	Yes...
Reno, Nev.	Yes	Yes	Yes...
New Hampshire:	Yes	Yes	Yes...
Berlin	Yes	Yes	Yes...
Laconia	Yes	Yes	Yes...
Manchester	Yes	Yes	Yes...
Rochester	Yes	Yes	Yes...
New Jersey:	Atlantic City 1	Yes	Yes...
Bayonne	Yes	1.	Yes...
Bloomfield	Yes	2.	Yes...
East Orange	Yes	Yes	Yes...
Elizabeth	Yes	Yes	Yes...
Englewood	Yes	Yes	Yes...
Hackensack	Yes	1.	Yes...
Hoboken	Yes	4.	Yes...
Irvington	Yes	Yes	Yes...
Jersey City 1	Yes	3 community social centers.	Yes...
Millville	Yes	4.	Yes...
Montclair	Yes	Yes	Yes...
Newark	Yes	2.	Yes...
New Brunswick	Yes	Yes	Yes...
Nutley	Yes	Yes	Yes...
Orange	Yes	Yes	Yes...
Passaic	Yes	Yes	Yes...
Paterson	Yes	Yes	Yes...
Perth Amboy	Yes	Yes	Yes...
Princeton	Yes	Yes	Yes...
Red Bank	Yes	2.	Yes...
Ridgewood	Yes	2.	A 3-acre one.
Montana:	Great Falls	Yes	Entertainments, Civic and social use; club meetings, Women's domestic science class; purple socials?
Helena	Yes		
Kalispell	Yes		
Missouri:	Nebraska:		
Omaha	Yes	Starting	Yes...
South Omaha	2	Yes	Yes...
Nebraska:	2	Yes	Yes...
Reno, Nev.	Yes	Yes	Yes...
New Hampshire:	Yes	Yes	Yes...
Berlin	Yes	Yes	Yes...
Laconia	Yes	Yes	Yes...
Manchester	Yes	Yes	Yes...
Rochester	Yes	Yes	Yes...
New Jersey:	Atlantic City 1	Yes	Yes...
Bayonne	Yes	1.	Yes...
Bloomfield	Yes	2.	Yes...
East Orange	Yes	Yes	Yes...
Elizabeth	Yes	Yes	Yes...
Englewood	Yes	Yes	Yes...
Hackensack	Yes	1.	Yes...
Hoboken	Yes	4.	Yes...
Irvington	Yes	Yes	Yes...
Jersey City 1	Yes	3 community social centers.	Yes...
Millville	Yes	4.	Yes...
Montclair	Yes	Yes	Yes...
Newark	Yes	2.	Yes...
New Brunswick	Yes	Yes	Yes...
Nutley	Yes	Yes	Yes...
Orange	Yes	Yes	Yes...
Passaic	Yes	Yes	Yes...
Paterson	Yes	Yes	Yes...
Perth Amboy	Yes	Yes	Yes...
Princeton	Yes	Yes	Yes...
Red Bank	Yes	2.	Yes...
Ridgewood	Yes	2.	A 3-acre one.

Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

Tables 1-2. Index of 5,000 population and over which reported extension activities for the school year ending June 30, 1914.—Continued.

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
1.	2	3	4	5	6	
New Jersey.—Continued.						
Bethelton.	Yes.					
Salem.	Yes.					
Somersville.	Yes.					
South Orange.	Yes.	Yes.	3 (H. and S. A.)			
Summit.	Yes.	3				
Freedom.	Yes.					
Westwood.	Yes.					
West Hoboken.	Yes.					
West Hoboken.	Yes.					
West New York.	Yes.					
West Orange.	Yes.					
New Mexico.						
Albuquerque.	Yes.					
New York.	Yes.					
Albion.	Yes.					
Asterdam.	Yes.					
Auburn.						
Burnside.						
Canandaigua.						
Castile.	Yes.	Illustrated.				
Cohoes.						
Dunkirk.						
Elmira.						
Fredonia.						
Fulton.						
Geneva.						
Gloversville.						
Hudson Falls.						
Ithaca.	Yes.					
Jamesport.	Yes.					
Kingston.	Yes.					
Lackawanna.	Yes.					
Malone.	Yes.					
Mamaroneck.						
Medina.						
Middletown.						
Mount Vernon.						
Newark.						

EXTENT OF THE EXTENSION MOVEMENT.

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EXTENT OF THE EXTENSION MOVEMENT.

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Newburgh	Yes	43 recreation, 9 social, and 8 social-recreational centers.	Yes	Yes	Yes	6 weeks.
New Rochelle	Yes					
New York	Yes					
North Tarrytown	Yes					
Opelousas						
Osawaha	Yes					
Oswego						
Pearl City	Yes					
Port Chester						
Poughkeepsie	Yes					
Rochester	Yes					
Salem	Yes					
Schenectady	Yes					
Seneca Falls						
Sherman						
Syracuse	Yes					
Troy	Yes					
Watertown	Yes					
Watervliet						
White Plains	Yes					
Yonkers	Yes					
North Carolina:						
Concord	Yes					
Durham						
Elizabeth City	Yes					
Gaston	Yes					
Salisbury						
Washington						
Wilmington						
Winston-Salem						
North Dakota:						
Bismarck						
Pargo						
Grand Forks						
Jamestown						
Ohio:						
Akron	Yes					
Barberton						
Bellville						
Bellefontaine						
Canton						
Cincinnati	Yes					

¹ Question 18 was not answered on the City Schedule, Part I, returned by this city.

Data here given are supplied from other sources of information.

1 Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

THE EXTENSION OF PUBLIC EDUCATION.

TABLE I.—Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914—Continued.

EXTENT OF THE EXTENSION MOVEMENT.

Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

TABLE I.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914—Continued.*

Cities.	Lectures.	Social centers.	Parent-teacher associations.	Playgrounds.	Vacation schools.	Miscellaneous.
	1	2	3	4	5	6
Pennsylvania—Contd.						
Monaca	Yes					
Muncy						
Murphy						
New Castle						
New Kensington						
New Town						
North Braddock	Yes					
Philadelphia	Yes	14				
Phoenixville	Yes					
Pittsburgh	Yes					
Pottstown	Yes					
Pottsville	Yes					
Reading	Yes	1				
Rochester	Yes					
Scranton	Yes					
Severna Park	Yes					
Shamokin						
Swedesboro						
Tarentum						
Taylor						
Thornville	Yes					
Tyrone	Yes					
Uniontown	Yes					
Warren	Yes					
West Chester	Yes					
Williamsburg	Yes					
Williamsport	Yes					
Wimberley	Yes					
Winton	Yes					
Rhode Island						
Bristol						
Central Falls	Yes					
Covington						
Johnston	Yes	Yes				
Newport						
Pawtucket						
Providence	Yes	Yes				
Westerly	Yes	Yes				

EXTENT OF THE EXTENSION MOVEMENT.

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Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

TABLE 1.—*Cities of 5,000 population and over which reported extension activities for the school year ending June 30, 1914.—Continued.*

City	Lectures	Social centers,	Miscellaneous.			
			Parent-teacher associations.	Playgrounds.	Vacation schools.	7
1	2	3	4	5	6	7
Washington:						
Aberdeen						
Everett						
Florence						
North Yakima						
Olympia						
Seattle						
Spokane						
Tacoma						
Walla Walla						
West Virginia:						
Charleston						
Martinsburg						
Morganstown						
West Virginia:						
Antioch						
Asheville						
Fond du Lac						
Janesville						
Kenosha						
Madison						
Milwaukee						
Neenah						
Racine						
Rhinelander						
Sheboygan						
South Milwaukee						
Superior						
Waukesha						
West Allis						
Wisconsin:						
Chequamegon						
Laramie						

¹ Question 18 was not answered on the City Schedule, Part I, returned by this city. Data here given are supplied from other sources of information.

The lines of work mentioned in the foregoing summary include practically all the main activities now going on within school premises outside of the regular day classes except the organized evening instruction. Inquiries 22 and 23 of the aforementioned questionnaire concerned public evening schools. The replies for 1914 have been tabulated by the Statistical Division, and the summaries show that such schools were reported by 297 cities of 10,000 population and over, an increase of 44 per cent as compared with the number reported for 1912. The total number of pupils enrolled was 605,475, and they were taught by 14,451 teachers. Among the cities between 5,000 and 10,000 population there were 84 which reported evening schools during 1914, their enrollment being 8,593 pupils. So that for this year the total number of cities (above 5,000) reporting this form of wider use was 381, and the benefits of the evening instruction were enjoyed by 614,068 individuals. These figures, combined with the summary of Table 1, afford us the only available data regarding the present sweep of the school extension movement. Because of the conditions under which they were gathered, they can not, however, be taken to indicate its depth or volume; to gain knowledge upon these points some vertical soundings have been made, the results of which are set forth in the next section.

THE MAGNITUDE OF LOCAL UNDERTAKINGS.

How much extension work is done in individual cities, how many evenings a week schools are open, how many rooms are used, and what classes of activity go on in them, indicate the kinds of information which were sought under this head. Such data, if comparable, would increase our knowledge of the relative intensity of the work in various localities. For these purposes a blank form¹ known as the "Evening Use Record" was devised and printed by the Bureau of Education. Each card contained spaces requisite for a record of all occasions after 6 p. m. in one school for one month. A supply sufficient for a complete record of all such occasions in a city during the months of February, March, and April, 1914, was offered to school officials in all the cities of 5,000 population and over. Superintendents to the number of 234 applied for these cards, and 110 sent in filled-out cards.

Upon assembling the returns, it was found that they included many cards which showed only two or three evening events during a month. Evening occasions of a similar frequency result spontaneously in many schools, especially high schools, without the stimulus of a deliberate wider-use motive. Since it was the purpose of the inquiry to gauge, if possible, the accomplishments chargeable to conscious

¹ For the form of this card, instructions, and letter of transmittal, see Appendix.

school-extension efforts, it was necessary to set a standard of use which, it might fairly be assumed, was just above the maximum attainable in any enterprising school which had not yet felt the impulse toward wider use. Without some such standard the tabulations would be without significance. All cards, therefore, which did not show two or more classes of activity occurring once a week or oftener, or one activity twice a week or oftener, were excluded. It was necessary to throw out also cards which showed activities tapering off or coming to an end during the month, since in such cases the tabulator could not be sure that the partial data gave a true description of the activity in its normal course. Since the omission of a card meant the omission of a school it has resulted in unavoidable unfairness to the cities affected. But as a matter of fact this inquiry can not be expected to afford a basis for a fair comparison of the total *amount* of extension work in the various cities named. Such a comparison would have to include the *lengths* of the seasons when schools were open evenings, and that information is not available. The findings presented in Table 2 are rather such as would be obtained by sinking a vertical shaft, two or three months wide, through the evening activities of 53 cities, toward the end of the season. They show the thickness and the character of the veins, but reveal no facts regarding their horizontal dimensions.

In Table 2 we have the results of an attempt to lay the same pattern upon the extension activities of 296 schools. Such a method brings out differences quite as clearly as agreements. Differences in administrative control are revealed by the fact that reports covering three months were asked for, but in the case of only 100 schools were data for the whole period furnished, and only a few cities were able to obtain from their several schools reports for the same length of time. The amount of use which schools are given after 6 p. m. shows little uniformity among either the cities or the schools of any given city. The average number of rooms used an evening usually includes a fraction showing that there is little sameness in respect to the amount of space occupied from evening to evening.

Slightly over one-half of the schools listed used two or fewer rooms per evening; the average for the bulk of the remainder ranged between three and nine rooms per evening, the highest number (19.8) being reported for public school 188, Manhattan, New York City. The averages for 11 of the larger cities are shown in Table 3. Since these figures show only the average amount of space taken up by the activities of a single evening and throw no light upon the number of evenings in the season when the buildings are open, it must be repeated that they can not be regarded as comparisons of the volume of the extension work in the cities named.

MAGNITUDE OF LOCAL UNDERTAKINGS.

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TABLE 2.—Schools in 55 cities which reported evening activities of a certain frequency,¹ other than night schools, during February, March, and April, 1914.

Explanation: 5 wk = five times a week; 1 wk = once a week during February only; m = March; a = April; 1 mo = once a month. Italic figures alone denote activities occurring irregularly and indicate the number of group-occasions (one meeting of one group or room full, see p. 62) during the period covered by the report.

Cities and schools.	Evenings covered by report.	Evenings open per week.	Rooms used per evening.	Lectures.	Entertainments, concerts, etc.	Society meetings, (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gymnasiums, bathing, active games, folk dancing.	Clubs, (social, athletic, etc.), or groups (musical, handcraft, etc.)	Rooms open for quiet, games, reading, or study.	Dancing (social).	Frequency of activities.		
												1	2	3
Appleton, Wis. High School	21	4	2	1.5								2 wk	1.	1 wk
Bayonne, N. J.	25	3	1	1.0								3 wk		1 wk
No. 3	50	9	1	3.0								1 wk	4	
No. 7	50	12	3	1.2	3	5	5					1 wk	1	
Boise, Idaho. High School	29													
Bristol, Pa. High School	75	10	1	1.5	2	1						1 wk	1	1 wk
Catasauqua, Pa. High School	76	18	4	1.7		6	1					1 wk	10	
Charles City, Iowa.	76													
Manus, Ark.	30	3	4	2.2								4 wk		
Chicago, Ill. Adams.	66	21	2	0.3	3	5						2 wk		
Avondale.	62	15	2	1.5	5	1	1 wk					1 wk		2 wk
Clare.	60	19	2	0.1		1	2 wk					2 wk		1 wk
Cornell.	66	20	2	0.1	2 mo	9	1 wk					2 wk		2 wk
Dobbs.	66	21	2	0.0		2 wk						2 wk		2 wk
Everett.	66	22	2	0.8	1 wk	6	5					1 wk		1 wk
Fallon.	66	22	2	0.0	2 wk	1	2 wk					2 wk		2 wk
Howland.	66	21	2	1.1		2 wk						2 wk		2 wk
Junction Kindred.	36	10	2	0.0	4	7	1 wk					2 wk		2 wk
	66	21	2	4.4		2 mo						2 wk		4

¹ Only those cities which reported two or more classes of activity once a week or oftener, or one activity twice a week or oftener, are included.

Table 2.—Schools in 55 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914—
Continued.

City and school	Evenings covered by report	Evenings open per week	Rooms used per evening	Frequency of activities.								
				Enter-tainment, concerts, etc.	Lectures	Society meetings (adults)		Civic occasions		Athletics		Rooms open for quiet study, reading, games, etc.
						4	6	7	8	9	10	
Chicago, Ill.—Continued.												
Orlando, Fla.	70	27	2	9.0								
Portland, Ore.	65	23	2	6.1	7							
Richmond, Va.	60	22	2	6.5	7							
St. Louis	65	22	2	7.2								
Syracuse	60	22	3	9.4	1 wk	2 wk	3 wk	2 wk	3 wk	2 wk	2 wk	1 wk
J. N. Thorp	65	21	2	6.5								
Ole A. Thorp	72	21	2	4.7								
Western High School	65	20	2	6.8	2	1	1	1	1	2 wk	2 wk	2 wk
Chester, Minn.	70	31	2	1.2	1 wk m	6		3	1	2 wk	2 wk	2 wk
Concordia, Minn.	80	28	3	1.0	2					1 wk		1 wk
Corpus Christi, Tex.	76	24	2	1.0		19	6	1				
Decatur, Ill.	26	12	3	2.4	2	4						
Des Moines, Iowa	24	8	2	1.0								
Lincoln	50	22	3	1.3	4	1	1	1	1	1 wk	1 wk	1 wk
Park Avenue	24	6	2	1.0								
Waukegan	50	22	3	1.3	4	1	1	1	1	2 wk	1 wk	1 wk
Port High School	50	45	5	1.9								
North High School	50	29	3	1.3								
West High School	24	14	4	3.4	1 wk	1	1	1	1	6 wk	3 wk	3 wk
Dooneer, Pa.	52	20	2	1.1	2							
Canton	50	23	3	1.4								
East Chicago, Ind.	76	40	3	1.2								
Garfield	50	23	3	1.4								
Edmonton	76	40	3	1.2								
Elizabeth, N. J.	76	40	3	1.2								
No. 2	24	12	2	4.8	1							

MAGNITUDE OF LOCAL UNDERTAKINGS.

MAGNITUDE OF LOCAL UNDERTAKINGS.

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NAME	MATERIAL	QUANTITY	WEIGHT	3 weeks			4 weeks			5 weeks			6 weeks		
				1	2	3	1	2	3	1	2	3	1	2	3
Englewood, N. J.:															
Library		42	3	1.1	1.6	2	1.1	1.6	2	1.1	1.6	2	1.1	1.6	2
Lincoln		32	4	1.6	2.1	3	1.6	2.1	3	1.6	2.1	3	1.6	2.1	3
Grand Rapids, Mich.:		59	6	1.4	2	4	1.4	2	4	1.4	2	4	1.4	2	4
Buchanan		76	12	2.3	3	4	2.3	3	4	2.3	3	4	2.3	3	4
Fenton		36	2	1.1	1	1	1.1	1	1	1.1	1	1	1.1	1	1
Ball		70	6	1.1	1	1	1.1	1	1	1.1	1	1	1.1	1	1
Ossmund		76	24	2.4	3	4	2.4	3	4	2.4	3	4	2.4	3	4
Palmer		76	6	1.6	2	3	1.6	2	3	1.6	2	3	1.6	2	3
Stobbe		76	36	2	1.4	2	1.4	2	2	1.4	2	2	1.4	2	2
Bretsch		76	30	2	1.4	2	1.4	2	2	1.4	2	2	1.4	2	2
Tunxis		76	6	2.2	3	4	2.2	3	4	2.2	3	4	2.2	3	4
Central High School		76	29	2	1.2	1	1.2	1	1	1.2	1	1	1.2	1	1
Central High School		76	23	2	1.0	1	1.0	1	1	1.0	1	1	1.0	1	1
Granite City, Ill.:		24	24	6	1.2	1	1.2	1	1	1.2	1	1	1.2	1	1
Emerson		24	19	5	1.3	1	1.3	1	1	1.3	1	1	1.3	1	1
McKinley		24	16	2	1.0	1	1.0	1	1	1.0	1	1	1.0	1	1
Hannibal, Mo.:		50	30	3	1.0	1	1.0	1	1	1.0	1	1	1.0	1	1
South		76	45	4	1.0	1	1.0	1	1	1.0	1	1	1.0	1	1
Harrisburg, Pa.:		76	26	2	1.3	1	1.3	1	1	1.3	1	1	1.3	1	1
Willard		76	41	3	1.3	1	1.3	1	1	1.3	1	1	1.3	1	1
Technological School		76	26	2	1.0	1	1.0	1	1	1.0	1	1	1.0	1	1
Huntington Ind. High School		76	13	1	0.7	1	0.7	1	1	0.7	1	1	0.7	1	1
Farmington Ind. High School		76	12	1	0.7	1	0.7	1	1	0.7	1	1	0.7	1	1
Farmington, N. Y.:		76	14	1	0.3	1	0.3	1	1	0.3	1	1	0.3	1	1
District No. 9 High School		24	14	4	1.3	1	1.3	1	1	1.3	1	1	1.3	1	1
Kalamazoo, Mich.:		76	41	3	1.3	1	1.3	1	1	1.3	1	1	1.3	1	1
East Avenue Park		76	30	2	1.0	1	1.0	1	1	1.0	1	1	1.0	1	1
Lans		76	13	1	0.7	1	0.7	1	1	0.7	1	1	0.7	1	1
Portage		76	12	1	0.7	1	0.7	1	1	0.7	1	1	0.7	1	1
Vine		76	20	2	1.1	1	1.1	1	1	1.1	1	1	1.1	1	1
Central High School		50	32	4	2.3	3	2.3	3	2	2.3	3	2	2.3	3	2
Lancaster, Ohio:		76	54	4	1.4	2	1.4	2	2	1.4	2	2	1.4	2	2
High School		76	22	5	1.3	1	1.3	1	1	1.3	1	1	1.3	1	1
Leavenworth, Kans.:		76	39	3	1.2	1	1.2	1	1	1.2	1	1	1.2	1	1
High School		76	39	3	1.2	1	1.2	1	1	1.2	1	1	1.2	1	1
Alice Steele, Cal.:		46	33	5	2.5	3	2.5	3	2	2.5	3	2	2.5	3	2
Amelia		46	33	5	2.5	3	2.5	3	2	2.5	3	2	2.5	3	2
Cecilia		46	35	6	3.0	4	3.0	4	3	3.0	4	3	3.0	4	3
Cornwall		46	39	5	1.4	1	1.4	1	1	1.4	1	1	1.4	1	1
Fiona		46	40	5	2.4	3	2.4	3	2	2.4	3	2	2.4	3	2
Loreto		46	23	3	6.4	1	6.4	1	1	6.4	1	1	6.4	1	1
Mary		46	23	3	6.4	1	6.4	1	1	6.4	1	1	6.4	1	1
San Pedro		46	23	3	6.4	1	6.4	1	1	6.4	1	1	6.4	1	1
Utah		46	23	3	6.2	2	6.2	2	2	6.2	2	2	6.2	2	2
Los Angeles, H. S.		46	23	3	6.2	2	6.2	2	2	6.2	2	2	6.2	2	2
Polytechnic, H. S.		46	23	3	6.2	2	6.2	2	2	6.2	2	2	6.2	2	2
		46	32	3	1.5	1	1.5	1	1	1.5	1	1	1.5	1	1

* The social centers here closed Mar. 14.

3 The social centers have closed Mar. 11.

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than nightschools, during February, March, and April, 1914—*
(Continued.)

Cities and schools.	Frequency of activities.												
	Evenings covered by report.	Evenings school was open.	Rooms used per evening.	Lectures.	Entertainments, concerts, etc.	Society meetings, (adults).	Civic occasions, meetings, public discussions.	Athletics, (team, athletic, bathing, etc., or active games, (musical, handi-craft, dancing).	Rooms open for quiet games, reading, or study.	Social occasions (parties, banquets, etc.).			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Louisville, Ky.:													
Brookhaven	76	23	3.5	2	2 mo.	3				1 wk.			
Montgomery	78	51	2	2 mo.	3					2 wk.			
Washington	75	11	4.3	4	1 wk.	1				1 wk.			
Whittier	75	19	1.2	4.3	1 mo.	1				1 wk.			
Minneapolis, Minn.:													
Bancroft	76	21	2	5.0	1...	1				1 wk.			
Burnett	75	67	5	3.6	1...	1				2 wk.			
Greely	75	43	3	3.2	1...	1				4 wk.			
Johnson	75	32	4	4.3	1...	1				1 wk.			
Lake Harriet	75	47	4	3.1	1...	1				12...			
Lowell	76	24	2	3.1	1...	1				56...			
Madison	75	33	2	3.2	1...	1				4 wk.			
Pillbury	75	26	2	3.4	1...	1				2 wk.			
Rosedale	75	51	4	3.2	1...	1				1 wk.			
Seward	75	76	6	6.1	1...	1				3 wk.			
Summer	76	42	3	4.5	1...	1				2 wk.			
Central H. S.:													
North H. S.	75	25	2	10.0	1...	1				1 wk.			
South H. S.	76	33	3	3.4	1...	1				1 wk.			
Newark, N. J.:													
Cleveland	50	35	4	1.1	3...	4				4 wk.			
Hamburg Place	50	32	4	1.1	2 mo.	7				4 wk.			
Morton Street	50	34	4	3.0	2 mo.	11				4 wk.			
Pennington	50	33	3	1.2	3 mo.	1				2 wk.			
South Street	50	68	3	1.2	1...	1				4 wk.			
Webster	74	12	3	2.0	1...	1				3 wk.			
Barringer H. S.	64	22	3	1.4	1 wk. m.	2				4 wk.			
Central G. and M. T. H. S.	50	29	3	1.0	1...	1				4 wk.			
	24	50	3	2.2	3 wk.	1				4 wk.			

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Fayette, Ohio		High School		2.		3.		4.		5.		6.	
New Brunswick, N. J.													
Lincoln High School	31	13	2	4.7		2	2 wk.	2	2 wk.	2	2 wk.	2	2 wk.
Longfellow	50	11	3	4.2	5		2 wk.	1	2 wk.	1	2 wk.	1	2 wk.
New Milford, Conn.	24												
High School	50	13	2	3.9	1	3		1					
New Orleans, La.	50	2											
Robt. C. Davey	26	4	1	2.0		1 wk. m.							
Newton, Mass.													
Emerson	70	76	27	2	1.7	2							
Bowen	31	76	76	6	1.0	5							
New York (Greater), N. Y.													
No. 1, Manhattan	51	51	6	6.0	4 wk. m.	1 wk. m.	6 wk.		6 wk.		6 wk.		6 wk.
No. 2, Manhattan	26	18	5	4.4			6 wk. m.	1 wk. m.	5 wk.		5 wk.		1 wk.
No. 3, Manhattan	51	51	43	9.3			5 wk.		1 wk. m.		2 wk.		1 wk.
No. 4, Manhattan	51	31	4	5.9	2 wk.	4		1 wk. m.	2 wk.		2 wk.		1 wk.
No. 5, Manhattan	26	18	4	3.6	1 wk. m.	1 wk. m.	4 wk. m.		4 wk. m.		4 wk.		4 wk.
No. 6, Manhattan	26	14	3	1.1			2 wk. m.	1 wk. m.	2 wk.		2 wk.		2 wk.
No. 10, Manhattan	51	18	2	8.9			2 wk. m.	1 wk. m.	2 wk.		2 wk.		2 wk.
No. 12, Manhattan	51	51	6	13.7	1 wk.		6 wk.		6 wk.		6 wk.		6 wk.
No. 15, Manhattan	51	51	6	4.1			6 wk.		6 wk.		1 wk.		1 wk.
No. 17, Manhattan	51	49	6	4.0	1 wk.	12	3	1	1 wk.	3 wk.	6 wk.		2 wk.
No. 20, Manhattan	51	51	6	6.9		1 wk.			6 wk.		6 wk.		1 wk.
No. 21, Manhattan	51	51	6	6.3	1 wk.	2 mom.	5 wk.		5 wk.		5 wk.		2 wk.
No. 22, Manhattan	26	16	4	1.2	2 mom.	1 wk. m.	4 wk. m.		4 wk. m.		4 wk. m.		2 wk.
No. 27, Manhattan	51	29	3	1.2	3 wk.		1 wk. m.		1 wk. m.		1 wk. m.		1 wk. m.
No. 29, Manhattan	26	7	2	1.0			1 wk. m.		1 wk. m.		1 wk. m.		1 wk. m.
No. 30, Manhattan	51	43	5	5.5			5 wk.		5 wk.		5 wk.		5 wk.
No. 31, Manhattan	51	30	4	4.0	1 wk.	1 wk. m.	1 wk. m.	1 wk. m.	2 wk.	2 wk.	2 wk.		
No. 32, Manhattan	26	4	1	13.0	1 wk. m.	1 wk. m.	1 wk. m.	1 wk. m.	1 wk. m.	1 wk. m.	1 wk. m.		
No. 40, Manhattan	51	43	5	4.6			5 wk.		5 wk.		4 wk.		4 wk.
No. 41, Manhattan	51	51	6	6.1			1 wk. m.		1 wk. m.		6 wk.		3 wk.
No. 46, Manhattan	51	51	18	2	1.0	2 wk.							
No. 49, Manhattan	26	18	4	4.3			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.
No. 51, Manhattan	61	43	5	3.1			5 wk.		5 wk.		4 wk. m.		4 wk. m.
No. 52, Manhattan	51	25	3	1.0	1 wk.		2 wk.		2 wk.		4 wk. m.		4 wk. m.
No. 59, Manhattan	51	18	2	1.0	1 wk.		1 wk. m.		1 wk. m.		1 wk. m.		1 wk. m.
No. 62, Manhattan	52	52	6	9.5	2 wk.	9			5 wk.		5 wk.		2 wk.
No. 63, Manhattan	51	51	6	11.9	1 wk.		5 wk.		5 wk.		5 wk.		2 wk.
No. 64, Manhattan	51	42	3	7.5			5 wk.		5 wk.		5 wk.		2 wk.
No. 65, Manhattan	62	33	4	4.0	1 wk.	2			3 wk.		2 wk.		1 wk.
No. 66, Manhattan	51	51	6	18.1	2 wk.	1			4 wk.		4 wk.		4 wk.
No. 70, Manhattan	26	15	3	2.0			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.
No. 77, Manhattan	36	18	4	11.4			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.
No. 78, Manhattan	51	51	6	4.2			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.
No. 82, Manhattan	26	18	4	15.5			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.
No. 88, Manhattan	26	18	4	2.0			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.
No. 89, Manhattan	51	51	6	3.1			4 wk. m.		4 wk. m.		4 wk. m.		4 wk. m.

THE EXTENSION OF PUBLIC EDUCATION.

TABLE 2.—Schools in 33 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914—Continued.

City and schools.	Evenings covered by report.	Evenings open per week.	Rooms used per evening.	Lectures.	Entertainments, contests, etc.	Society meetings (adults).	Civic occasions, mass meetings, public discussions.	Athletics, gym-nastics, bathing, active games, folk dancing.	Clubs (social, athletic, etc.), or groups (musical, folk, hand-craft, etc.).	Frequency of activities.			Social occasions (parties, banquets, etc.)	Dancing (social).	Rooms open for quiet games, reading, or study.	2 wk.	3 wk.	4 wk.
										1.	2.	3.	4.	5.	6.	7.	8.	9.
New York (Greater) N. Y.—Continued.																		
No. 96, Manhattan.	31	17	2	1.0	2 wk.													
No. 97, Manhattan.	31	17	2	4.0														
No. 98, Manhattan.	51	5	33	4	4.8	1 wk.												
No. 99, Manhattan.	31	27	3	6.8	1 wk.	1 wk.												
No. 101, Manhattan.	31	18	2	1.0	2 wk.													
No. 104, Manhattan.	51	9	1	4.0														
No. 110, Manhattan.	51	38	3	1.7														
No. 114, Manhattan.	51	28	18	4	1.1													
No. 120, Manhattan.	29	18	4	1.2														
No. 126, Manhattan.	26	5	1	2.4														
No. 127, Manhattan.	51	17	2	1.0	2 wk.													
No. 128, Manhattan.	51	36	4	10.1														
No. 129, Manhattan.	26	16	4	3.7	1 wk.	1 wk.												
No. 130, Manhattan.	25	16	4	2.4		1 wk.												
No. 131, Manhattan.	51	49	6	1.9														
No. 132, Manhattan.	51	43	5	4.6														
No. 133, Manhattan.	51	26	3	3.3	1 wk.													
No. 134, Manhattan.	51	26	3	1.0	2 wk.													
No. 135, Manhattan.	51	51	6	10.8														
No. 136, Manhattan.	51	33	4	2.0														
No. 137, Manhattan.	51	51	6	9.9	1 wk.	2 wk.	1 wk.											
No. 138, Manhattan.	51	51	6	8.4														
No. 139, Manhattan.	51	15	6	19.8	1 wk.													
Harlem Ev. H. S. for Men, Manhattan.	51	15	2	4.5	1 wk.													
Harlem Ev. H. S. for Women, Manhattan.	51	24	3	1.0	2 wk.													
H. S. of Commerce, Manhattan.	51	51	6	6.4														
Manhattan Trade, Manhattan.	51	13	2	8.5														

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THE EXTENSION OF PUBLIC EDUCATION.

TABLE 2.—*Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914—Continued.*

Cities and schools.	Evening school covered by report.	Evenings open per week.	Rooms used per evening.	Lectures.	Frequency of activities.						
					Entertainments, concerts, etc.	Society meetings (adults).	Choir, mass meetings, public discussions.	Athletics, gymnastics, athletic, etc.	Clubs (social, musical, dramatic, folk dancing, hand, etc.)	Rooms open for quiet games, reading, or study.	Dancing (social).
1	1	2	8	4	6	6	7	8	9	10	11
2	1	2	18	2	1.0	2 wk.					
3	18	2	1.0	2 wk.							
4	18	2	1.0	2 wk.							
5	21	2	1.1	2 wk.							
6	26	3	2.5	1 wk.							
7	18	4	1.0	2 wk.							
8	19	4	2.5	1 wk.							
9	24	3	1.4	1 wk.							
10	15	2	5.0	1 wk.							
11	18	4	2.1	1 wk.							
12	14	3	2.3	1 wk.							
13	23	5	2.3	1 wk.							
14	18	4	2.1	1 wk.							
15	15	2	5.0	1 wk.							
16	18	4	2.1	1 wk.							
17	14	3	2.3	1 wk.							
18	22	5	2.3	1 wk.							
19	18	4	2.1	1 wk.							
20	14	3	2.3	1 wk.							
21	24	3	2.4	1 wk.							
22	3	2.3	1 wk.								
23	15	2	5.0	1 wk.							
24	18	4	2.1	1 wk.							
25	14	3	2.3	1 wk.							
26	23	5	2.3	1 wk.							
27	18	4	2.1	1 wk.							
28	14	3	2.3	1 wk.							
29	24	3	2.4	1 wk.							
30	3	2.3	1 wk.								
31	15	2	5.0	1 wk.							
32	18	4	2.1	1 wk.							
33	14	3	2.3	1 wk.							
34	23	5	2.3	1 wk.							
35	18	4	2.1	1 wk.							
36	14	3	2.3	1 wk.							
37	24	3	2.4	1 wk.							
38	3	2.3	1 wk.								
39	15	2	5.0	1 wk.							
40	18	4	2.1	1 wk.							
41	14	3	2.3	1 wk.							
42	23	5	2.3	1 wk.							
43	18	4	2.1	1 wk.							
44	14	3	2.3	1 wk.							
45	24	3	2.4	1 wk.							
46	3	2.3	1 wk.								
47	15	2	5.0	1 wk.							
48	18	4	2.1	1 wk.							
49	14	3	2.3	1 wk.							
50	23	5	2.3	1 wk.							
51	18	4	2.1	1 wk.							
52	14	3	2.3	1 wk.							
53	24	3	2.4	1 wk.							
54	3	2.3	1 wk.								
55	15	2	5.0	1 wk.							
56	18	4	2.1	1 wk.							
57	14	3	2.3	1 wk.							
58	23	5	2.3	1 wk.							
59	18	4	2.1	1 wk.							
60	14	3	2.3	1 wk.							
61	24	3	2.4	1 wk.							
62	3	2.3	1 wk.								
63	15	2	5.0	1 wk.							
64	18	4	2.1	1 wk.							
65	14	3	2.3	1 wk.							
66	23	5	2.3	1 wk.							
67	18	4	2.1	1 wk.							
68	14	3	2.3	1 wk.							
69	24	3	2.4	1 wk.							
70	3	2.3	1 wk.								
71	15	2	5.0	1 wk.							
72	18	4	2.1	1 wk.							
73	14	3	2.3	1 wk.							
74	23	5	2.3	1 wk.							
75	18	4	2.1	1 wk.							
76	14	3	2.3	1 wk.							
77	24	3	2.4	1 wk.							
78	3	2.3	1 wk.								
79	15	2	5.0	1 wk.							
80	18	4	2.1	1 wk.							
81	14	3	2.3	1 wk.							
82	23	5	2.3	1 wk.							
83	18	4	2.1	1 wk.							
84	14	3	2.3	1 wk.							
85	24	3	2.4	1 wk.							
86	3	2.3	1 wk.								
87	15	2	5.0	1 wk.							
88	18	4	2.1	1 wk.							
89	14	3	2.3	1 wk.							
90	23	5	2.3	1 wk.							
91	18	4	2.1	1 wk.							
92	14	3	2.3	1 wk.							
93	24	3	2.4	1 wk.							
94	3	2.3	1 wk.								
95	15	2	5.0	1 wk.							
96	18	4	2.1	1 wk.							
97	14	3	2.3	1 wk.							
98	23	5	2.3	1 wk.							
99	18	4	2.1	1 wk.							
100	14	3	2.3	1 wk.							
101	24	3	2.4	1 wk.							
102	3	2.3	1 wk.								
103	15	2	5.0	1 wk.							
104	18	4	2.1	1 wk.							
105	14	3	2.3	1 wk.							
106	23	5	2.3	1 wk.							
107	18	4	2.1	1 wk.							
108	14	3	2.3	1 wk.							
109	24	3	2.4	1 wk.							
110	3	2.3	1 wk.								
111	15	2	5.0	1 wk.							
112	18	4	2.1	1 wk.							
113	14	3	2.3	1 wk.							
114	23	5	2.3	1 wk.							
115	18	4	2.1	1 wk.							
116	14	3	2.3	1 wk.							
117	24	3	2.4	1 wk.							
118	3	2.3	1 wk.								
119	15	2	5.0	1 wk.							
120	18	4	2.1	1 wk.							
121	14	3	2.3	1 wk.							
122	23	5	2.3	1 wk.							
123	18	4	2.1	1 wk.							
124	14	3	2.3	1 wk.							
125	24	3	2.4	1 wk.							
126	3	2.3	1 wk.								
127	15	2	5.0	1 wk.							
128	18	4	2.1	1 wk.							
129	14	3	2.3	1 wk.							
130	23	5	2.3	1 wk.							
131	18	4	2.1	1 wk.							
132	14	3	2.3	1 wk.							
133	24	3	2.4	1 wk.							
134	3	2.3	1 wk.								
135	15	2	5.0	1 wk.							
136	18	4	2.1	1 wk.							
137	14	3	2.3	1 wk.							
138	23	5	2.3	1 wk.							
139	18	4	2.1	1 wk.							
140	14	3	2.3	1 wk.							
141	24	3	2.4	1 wk.							
142	3	2.3	1 wk.								
143	15	2	5.0	1 wk.							
144	18	4	2.1	1 wk.							
145	14	3	2.3	1 wk.							
146	23	5	2.3	1 wk.							
147	18	4	2.1	1 wk.							
148	14	3	2.3	1 wk.							
149	24	3	2.4	1 wk.							
150	3	2.3	1 wk.								
151	15	2	5.0	1 wk.							
152	18	4	2.1	1 wk.							
153	14	3	2.3	1 wk.							
154	23	5	2.3	1 wk.							
155	18	4	2.1	1 wk.							
156	14	3	2.3	1 wk.							
157	24	3	2.4	1 wk.							

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THE EXTENSION OF PUBLIC EDUCATION.

TABLE 2.—Schools in 53 cities which reported evening activities of a certain frequency, other than night schools, during February, March, and April, 1914—
Continued.

Cities and schools.	Evenings school covered by report.	Evenings open per week.	Rooms used per evening.	Lectures.	Frequency of activities.					
					Entertainments, etc.	Society meetings (adults).	Civic occasions, mass meetings, etc.	Athletics, gymnasiums, etc.	Rooms open for quiet games, active groups (musical, dramatic, handcraft, etc.)	Dancing (social).
Troyon, N. Y.	2	4	5	6	7	8	9	10	11	12
Columbus, Ohio	30	39	5	4.2	1.2	1.3	1	4 wk	1	13
Greenville, S. C.	24	19	2	1.2	1.1	1	1 wk	1	1	14
McGraw, Pa.	78	27	2	1.1	1	1	2 mo	1	1 wk	1
Carroll, Indiana	76	48	4	2.0	1	1	5	1	1 wk	1
Virginia, Mich.	76	37	3	1.1	1	1	6	1	1 wk	1
North Side, Roosevelt, Technical, H. S., West Chester, Pa.	76	40	3	1.1	1	1	2 mo	1	4 wk	1
High School, Williamsburg, Pa.	52	27	3	1.1	2 mo	1	2 wk	1	3 wk	1
High School, Winchester, Mass.	76	25	2	1.2	3	6	1 wk	1	1 wk	1
High School, Winston-Salem, N. C.	76	43	3	2.4	6	3	4	1	3 wk	1
Central Salem, High School, Worcester, Mass.	76	25	2	1.0	6	4	1 wk	1	2 mo	1
Union Hill	26	13	3	1.2	6	4	1 wk	1	2 wk	1
	26	4	1	3.3	1	1	1 wk	1	1 wk	1

TABLE 3.—Rooms used per evening in 11 cities during February, March, and April, 1914.

Cities.	Schools reported upon.	Rooms used per evening.
Chicago, Ill.	18	6.5
Des Moines, Iowa	6	1.7
Grand Rapids, Mich.	10	1.8
Los Angeles, Cal.	10	2.3
Louisville, Ky.	4	3.6
Minneapolis, Minn.	14	4.3
Newark, N. J.	8	1.6
New York, N. Y.	128	4.5
Philadelphia, Pa.	18	4.7
Rochester, N. Y.	11	2.9
St. Louis, Mo.	5	1.3

¹ This figure includes schools used by the departments of public lectures, evening schools (only their recreational and social activities being included in the table), and evening recreation centers. In some of the buildings more than one of these departments operated at the same time. The average number of rooms utilized in 30 schools exclusively assigned as evening recreation centers was 6.8.

In an effort to ascertain what activities are arriving at a fixed status in extension work, a discrimination was made in Table 2 in the columns under the head of "Frequency of activities." The occasions which took place on fixed days of the week or month are reported in a manner which shows both their frequency and their regularity; those occurring irregularly, or sporadically, are reported by numerals which tell the number of such occasions during the period covered by the report; both sets of figures together record all the lines of work (other than organized night instruction) engaged in at the respective schools.

To ascertain the relative degree of regularity attained by the various lines of activity in these 53 cities, the times they were reported regular and the times irregular have been tabulated, and the results are shown in figure 1. The total number of times reported is a measure, too, of the prevalence of the various lines, and their ranks in this respect are shown by the lengths of the respective bars.

By inspection of the diagram it will be seen that the three most prevalent activities are some form of athletics, clubs for young people, and lectures, while the least common, as would have been expected, are the civic and the general social occasions. A school which is the scene of frequent mass meetings, banquets, and neighborhood parties has reached a completeness of socialization that is as yet not so very common. Athletics, club-work, and rooms for reading or quiet games are regular activities in 90 or more per cent of the cases reported, a fact which evidences their stability and importance in extension work. Lectures and entertainments, while in the upper half as respects prevalence, do not stand so high in regularity because of their popularity in schools whose extension activity is still in its early and rather miscellaneous stage. Games and clubs are naturally not started until a series of meetings or events can be arranged. The high degree of regularity attained by social

dancing indicates that it has been introduced predominantly in schools where the extension work has been somewhat systematized and is therefore backed by definite and fairly strong forces. The parent-teacher and other adult society meetings are actually probably much more regular in their occurrence than appears from the diagram, but as many of them meet only once a month, and sometimes skip a meeting, their regularity would not be so apparent in an investigation covering only three months.

To obtain a more compact statement of the extension activities of these cities, a tabulation was made of their cards for the single

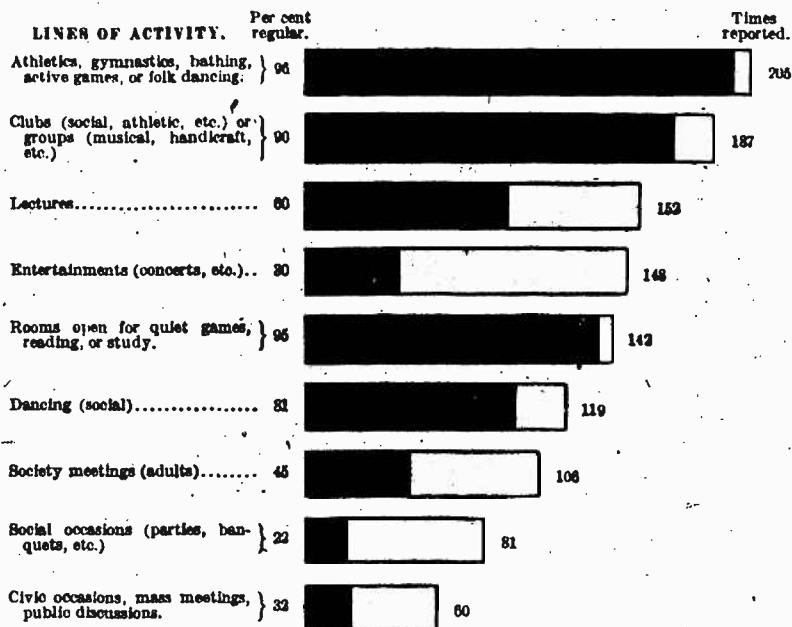


FIGURE 1.—Regularity of extension activities. Black portion of bar represents times activity was reported as occurring regularly and white portion times activity was occasional and irregular in occurrence.

month of March, the results of which are shown in Table 4. In 8 of the 53 cities included in Table 2 the records for March were either lacking or defective, and these cities were consequently omitted. The phrase "group-occasion," which appears at the head of several columns, means one meeting of one group, all the people meeting in one room being counted as one group. The Evening Use Record cards showed the number of rooms used for each occasion in each line of activity during the month. Thus, if a record showed that 5 rooms were occupied by clubs on a single night, that meant 5 group-occasions, and if the same number of rooms were used 4 times during the month it meant 20 group-occasions to the credit of club work.

TABLE 4.—Number and character of evening occasions (other than regular night-school classes) in selected schools of 45 cities during March, 1914.

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TABLE 4.—Number and character of evening occasions (other than regular night-school classes) in selected schools of 45 cities during March, 1914.

City.	Schools open after 6 p. m. specified times a week.						Per cent which the various classes of group-occasions formed of the total number for the city.												
	Six.	Five.	Four.	Three.	Two.	One.	All group-occasions in these schools thus opened during March.	All schools thus opened.	Group-occasions per school.	Enter-tainments (concerts, etc.).	Lec-tures.	Civic occasions (mass-meetings, etc.).	Society-meetings (adults).	Ath-let-ics (social, ath-letic, etc.).	Rooms open for quiet groups (music, etc.).	Danc-ing (social).	Social occasions (parties, ban-quets, etc.).		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Bayonne, N. J.	1	1	1	1	1	1	2	33	17	8	42	12	33	12	37	39	12	12	12
Blacksburg, Va.	1	1	1	1	1	1	1	12	12	4	10	100	17	17	17	17	17	17	17
Charles City, Iowa	1	1	1	1	1	1	1	63	45	3	5	6	5	25	16	22	16	16	16
Chico, III.	1	1	1	1	1	1	1	18	1,149	64	27	7	6	6	33	33	33	33	33
Des Moines, Iowa	1	1	1	1	1	1	1	15	15	15	15	15	15	100	100	100	100	100	100
Des Moines, Minn.	1	1	1	1	1	1	1	1	1	1	1	7	7	7	7	7	7	7	7
Diamondville, Ind.	1	1	1	1	1	1	1	1	1	1	1	29	29	41	41	41	41	41	41
Decorah, III.	1	1	1	1	1	1	1	1	2	1	1	1	1	5	33	33	33	33	33
Des Moines, Iowa	1	1	1	1	1	1	1	1	2	1	1	30	10	10	100	100	100	100	100
Denver, Pa.	1	1	1	1	1	1	1	1	1	1	1	8	8	8	8	8	8	8	8
East Chicago, Ind.	1	1	1	1	1	1	1	1	2	1	1	32	16	16	22	22	22	22	22
Englewood, N. J.	1	1	1	1	1	1	1	1	1	1	1	42	21	21	21	21	21	21	21
Grand Rapids, Mich.	4	4	3	3	2	1	1	10	268	2	3	7	4	3	33	12	48	7	7
Hanibal, Mo.	1	1	1	1	1	1	1	1	1	1	1	8	8	8	11	33	33	33	33
Harrisburg, Pa.	1	1	1	1	1	1	1	1	1	1	1	47	23	13	4	34	49	49	49
Huntington, Ind.	1	1	1	1	1	1	1	1	1	1	1	11	11	11	11	11	11	11	11
Jerseytown, N. Y.	1	1	1	1	1	1	1	1	1	1	1	43	43	2	5	39	19	35	35
Kalamazoo, Mich.	1	1	1	1	1	1	1	1	1	1	1	237	1	1	1	59	20	20	20
Kentwood, Mich.	1	1	1	1	1	1	1	1	1	1	1	29	29	10	10	4	4	4	4
Leavenworth, Kan.	1	1	1	1	1	1	1	1	1	1	1	17	17	18	1	20	47	47	47
Los Angeles, Calif.	10	10	10	10	10	10	10	10	10	10	10	496	30	1	1	1	16	39	39
Long Branch, N. J.	1	1	1	1	1	1	1	1	1	1	1	4	101	35	1	1	22	22	22
Long Branch, N. J.	1	1	1	1	1	1	1	1	1	1	1	13	913	5	5	10	11	11	11
Long Branch, N. J.	1	1	1	1	1	1	1	1	1	1	1	5	122	24	6	6	14	14	14
Long Branch, N. J.	1	1	1	1	1	1	1	1	1	1	1	1	21	21	9	6	6	6	6
Long Branch, N. J.	1	1	1	1	1	1	1	1	1	1	1	36	1	1	1	10	9	9	9
Long Branch, N. J.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	19	19	19

THE EXTENSION OF PUBLIC EDUCATION.

TABLE 4.—Number and character of evening classes (other than regular night-school classes) in selected schools of 45 cities during March, 1914.—Contd.

CITY	Schools open after 6 p. m. specified times a week.						Per cents which the various classes of group-occasions formed of the total number for the city.														
							All group-occasions in these schools during March.		All group-occasions thus opened.		Enter-tainments (concerts, etc.).		Civic occasions, mass-meeting, (socials).		Athletic, gymnas-athletic, bathing, bicycling, swimming, games, (martial, public games, etc.).		Rooms open for quiet games, reading, or study.		Social occasions (parades, banquets, etc.).		
	Six.	Five.	Four.	Three.	Two.	One.															
New Orleans, La.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19	
Newton, Mass.							1	1	8	5											
New York, N. Y.	23	16	37	10	1	1	1	2	45	22	5	50					11	73	50	9	
Oakland, Calif.							6	126	11,294	6	2	2	1	1	1	33	30	19	6	1	
Paterson, N. J.							1	2	37	13	2	2	2	2	2	49	49	33	15	15	
Philadelphia, Pa.							1	1	1	1	27	27	11			3	33	33	23	15	15
Plainfield, N. J.							2	5	12	5	507	42	2	4	2	2	45	24	12	8	1
Portsmouth, Calif.							1	1	1	1	35	17	3	1	1	6	29	29	14	49	49
Princeton, N. J.	1						1	1	1	1	29	29	4	3	3	3	3	79	79	14	14
Rochester, N. Y.	1	4	3	1			1	1	64	64	6	3	3	3	3	3	53	53	3	14	14
St. Louis, Mo.							1	1	1	1	275	25	1	1	1	1	1	26	4	6	6
Schenectady, N. Y.							5	5	91	18	1	1	1	1	1	81	81	4	4	4	
South Orange, N. J.							1	1	1	1	30	30	1	1	1	1	10	14	14	22	22
Trenton, N. J.							1	1	1	1	15	15	1	1	1	1	7	13	20	7	7
Vermillion, Minn.	1	1	2	1			3	99	33	33	33	33	3	6	6	1	73	13	6	1	
West Chester, Pa.							1	1	1	1	73	26	2	2	2	1	67	31	31	6	6
Williamsburg, Pa.							1	1	1	1	16	16	13	13	13	1	21	21	25	25	25
Winchester, Mass.							1	1	1	1	14	14	14	14	14	1	16	16	29	29	29
Winston-Salem, N. C.							1	1	1	1	25	25	25	25	25	1	16	16	44	44	44
Worcester, Mass.							1	1	1	1	14	14	14	14	14	1	100	100	57	57	57
Total	25	33	53	43	34	10	207	16,492	1,203												

The justification for this practice is to be found in the fact that in school extension the administrative unit is always the group. The aim of the organizer or director is always to bring together an audience, a class, a club, an association, a coterie, or some other kind of group. He seldom works purely for numbers. It may require quite as much effort to organize a boys' club of 20 members as to bring together an audience of 100 people. It is believed, therefore, that the number of group-occasions held is a more accurate measure of the products of administrative energy than the aggregate attendance.

Each line in Table 4 gives a concise summary of a city's extension work. It shows how many schools were open for the various frequencies a week, the whole number of schools open, how many group-occasions occurred, and how these were distributed among the various lines of activities. The per cents in the columns 11-19 show in comparable terms the stress laid on the different activities by the respective cities.

A general tendency is observable in the fact that most of the cities reporting high numbers of schools open are credited with high numbers of group-occasions per school. That is, the more general school extension is, the more intensively it is prosecuted. Group-occasions in all 9 categories of activities are reported by Chicago, Grand Rapids, Los Angeles, Minneapolis, New York, and Philadelphia--cities which have highly developed extension systems under school board, park board, recreation commission, or some other form of municipal control. Louisville, which exhibits 8 lines of activity, has a system administered entirely by voluntary agencies, the board of education furnishing only heat, light, and janitor service and some equipment. The totals for columns 2-9 are as follows:

Summary of Table 4.

Schools open per week in March, 1914:	
Six times.....	35
Five times.....	33
Four times.....	53
Three times.....	43
Two times.....	84
Once.....	19
Total.....	267
Activities for March, 1914:	
All group-occasions.....	16,492
Group-occasions per school.....	62

From the above it would appear that 2 and 4 times a week are the preferred frequencies, with 6 times next, but a closer examination shows that this order is due to the heavy numbers in the larger systems. Giving all cities the same weight, without respect to the number of schools reported, it is found that more cities report under

3 times, with 2 and 4 times coming next, and 6 times last. In the same way the number of group-occasions per school is boosted by the figures from such cities as New York, Minneapolis, and Chicago, the average of the averages for all 45 cities being only 27 group-occasions per school.

LINES OF ACTIVITY COMPARED AS TO VOLUME.

The distribution of the total number of group-occasions presented in Table 4 among the 9 lines of activity is shown in Table 5.

TABLE 5.—*Distribution among lines of activity of all group-occasions in 45 cities during March, 1914.*

Activities	Group-occasions	Per cent.
Athletics, gymnastics, bathing, active games, or folk dancing.....	5,504	34
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).....	4,316	27
Rooms open for quiet games, reading or study.....	3,165	19
Dancing (social).....	999	6
Lectures.....	784	5
Entertainments (concerts, etc.).....	539	3
Society meetings (adults).....	535	3
Civic occasions, mass meetings, public discussions.....	233	2
Social occasions (parties, banquets, etc.).....	217	1
Total.....	16,402	100

On page 42 we saw that the three lines of activity ranking highest in respect to regularity were athletics, club work, and reading or game rooms. That ranking was based upon the *number of times* they were reported regular in extension programs. Table 5 shows where these three lines stand in a comparison made on the basis of *bulk*. Measured by the group-occasion unit, the three make up 80¹ per cent of the product of school-extension energy in the 45 cities, assuming that the March programs are fairly representative for the whole season. As these cities exhibit a wide range of activity and are well scattered geographically, it is reasonable to believe that the importance which they give to athletics, club work, and study or games rooms is typical for the whole country. Eighty per cent may be an overstatement of the proportion. "Pulling off" five basket-ball games may not represent five times the effort required to "put on" one lecture, but the ratio is certainly nearer five than it is one. The main conclusion, then, to be drawn from Table 5 is that about three-quarters of the effort put into aggressive and systematic school extension is expended upon recreation, while the remaining quarter goes into activities of a cultural, civic, or social character.

But, as has been pointed out, a unit of administrative energy expended upon a lecture ordinarily reaches more people than one ex-

¹ With New York City's 11,204 group-occasions subtracted, the per cent for these three lines of activity is 73, but the ranking of the various lines is substantially the same.

pended upon a boys' club. The groups assembled by the several kinds of activity vary in size. To show the approximate number of human beings affected by the extension work in these 45 cities during a single month is the purpose of Table 6. Since the Evening Use Record cards did not give any data upon attendance, it has been necessary to estimate the size of the average group in each line of activity. The estimates which have been made are lower than the attendance figures given in many printed reports; so it is believed that they constitute a conservative statement of the actual facts.

TABLE 6.—Estimated attendance at 16,492 group-occasions in 45 cities for March, 1914.

Activities.	Group- occasions.	Attendance estimated per occasion.	Aggregate attendance.
Athletics, gymnastics, bathing, active games, or folk dancing.....	5,504	35	192,640
Dancing (social).....	998	150	149,850
Lectures.....	784	150	117,600
Entertainments (concerts, etc.).....	559	200	107,800
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).....	4,516	20	90,320
Rooms open for quiet games, reading, or study.....	3,165	25	79,125
Social occasions (parties, banquets, etc.).....	217	250	54,250
Civic occasions, mass meetings, public discussions.....	253	120	34,360
Society meetings (adults).....	535	40	21,400
Total.....	16,492	1,020	847,935

What these figures mean in the terms of human welfare will be more apparent if we think of the 847,935 attendances as so many evenings spent in wholesome activity within an improving environment by persons many of whom would otherwise have spent that time in less beneficial or positively harmful pastimes. This total does not represent that many different beneficiaries, because it frequently includes several attendances of the same individual. It represents rather 847,935 *impacts* upon human beings of the school's elevating influence, and whether scattered over many persons or concentrated upon a few, it summarizes the tremendous force for righteousness that was exerted by one month's extension work in these 45 cities. It will possibly bring the actual effects of such a force closer to the comprehension, if we translate it into the terms of a more continuous influence upon fewer persons. For example, the combined attendances in athletics, clubs, and games, or reading rooms, if confined to 115 boys, would make it sure that every one of their weekday evenings throughout the troublesome years from 15 to 25 would be spent in the safe shelter of the schoolhouse. If the 149,850 attendances at social dancing were similarly concentrated, they would afford 144 couples weekly dances under wholesome auspices for the same number of years. How many out of every 115 average city youths, or what proportion of every 144 boarding-house and apartment-dwelling young couples are irretrievably wrecked during this period

of life by the saloon, the vicious dance-hall, and the burlesque theater, no one can state, but that some number, some proportion, of them are thus actually lost is the certain conviction of every well-informed person. Now, whether this ratio is 50 or 5, is not the salvage that would be affected by opening all the school buildings evenings worth to society all the expenditure of effort and means it would cost?

The dullness, the prosiness, and the isolation from live social and civic currents which are so often the lot of the middle-aged—how much were they mitigated by this month's extension work? If the combined attendances at the lectures, entertainments, civic occasions, and society meetings were spread out, they would yield a weekly

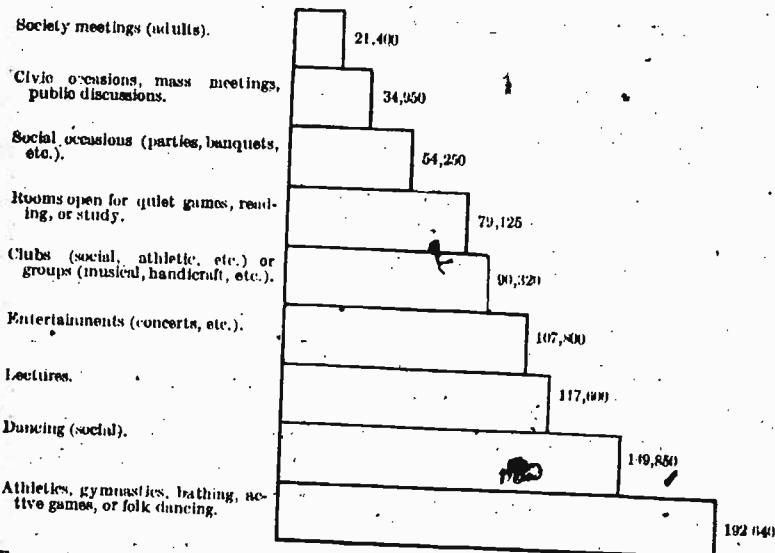


FIGURE 2.—Lines of activity compared as to the number of persons benefited. Based upon an estimated aggregate attendance of 847,935 at 16,492 group-occasions in 45 cities during March 1914.

entertainment to 135 husbands and wives for two decades. Combining the estimated figures for all lines of activity, they represent 3 evenings a week of well-employed leisure for 76 persons throughout the length of life allotted to mankind by the scriptures. The proportions of the attendances in the several lines of activity are graphically shown in figure 2.

We have been attempting to state the amount of organized extension work in 267 public schools of 45 cities during a single month of the winter of 1913-14. The total amount of such work in all the cities of the country during that season can only be conjectured. We have presented in Table 2 the records of 296 schools in 53 cities. According to trustworthy reports possessed by the Russell Sage Foundation,



A. THE LOUISVILLE HOUSEKEEPERS CONFERENCE CELEBRATING,



B. AN UNUSED SCHOOLROOM WHICH BECAME AN ATTRACTIVE LIBRARY STATION.

BUREAU OF EDUCATION

BULLETIN, 1915, NO. 28 PLATE 6



A. SOCIAL CENTER GROUPS HOLDING A PLAY FESTIVAL.



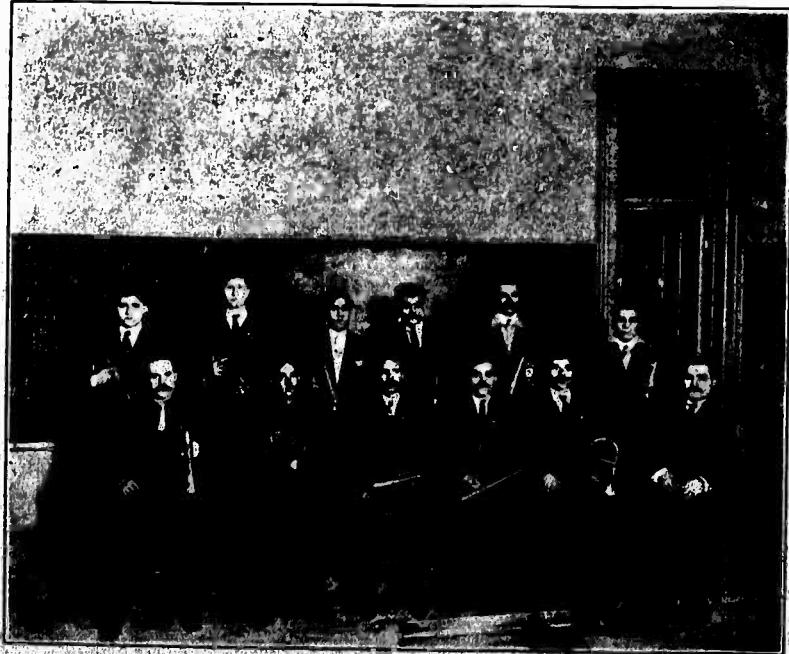
B. A LITTLE MOTHERS' CLUB LEARNING THE MYSTERIES OF BABY'S BATH.

BUREAU OF EDUCATION

BULLETIN, 1915, NO. 28. PLATE 7^c



A. A MILWAUKEE POOL ROOM THAT IS NOT ATTACHED TO A SALOON.



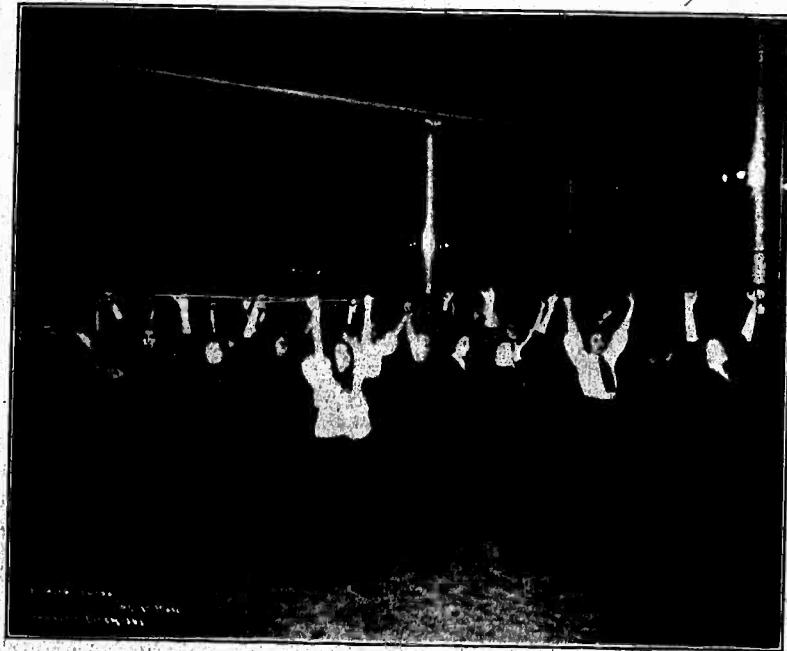
B. AN ITALIAN BAND THAT WAS HELPED BY THE PRIVILEGE OF PRACTICING

BUREAU OF EDUCATION

BULLETIN, 1915, NO. 20 PLATE 8



4. DANCING AMONG FRIENDS AT ONE-OF THE NEW YORK RECREATION CENTERS.



5. PHYSICAL CULTURE WITHOUT FEES.

there were the same season at least 29 other cities¹ which carried on systematic extension work. They did not appear in Table 2 because no Evening Use Record cards were received from them. The supplementary reports from these 29 cities indicate, however, 105 schools which would have been eligible for inclusion if cards had been sent in. This number added to the 296 enumerated in Table 2 gives us a total, in round numbers, of 400 schools which may be rated as in the same general class as respects volume of evening occasions. We have already seen (summary of Table 4) that 267 schools, or about two-thirds of the 400, provided over 16,000 group-occasions in one month. To say then that the 400 must have provided some 24,000 occasions in the same period would be a logical conclusion were it not for the practical certainty that the untabulated third would not average up as highly as the tabulated two-thirds. This certainty is based upon the fact that New York City alone furnished 11,294, or 68 per cent, of the 16,492 occasions shown in the tables, and there are, of course, no other cities of the same size in the untabulated group. With New York left out of Table 4, the number of group-occasions per school was 37 and this is probably a safe average to attribute to the untabulated 133 schools. An estimate computed on this basis gives 21,413 evening group-occasions in 400 schools during March, 1914.

The length of the school extension season in the different cities varies greatly. In a few it lasts throughout the year; in a small number October and April mark its limits; in many places it does not get well under way until some time in November, and gradually tapers off in March. To estimate a three months' season as the average for the country as a whole is probably putting it well within the actual fact, and, since March is one of the poorer months, multiplying its figures by three to obtain the grand total of 64,239 group-occasions for the season is a calculation that also leans toward conservatism. The attendances estimated per occasion in Table 6 average³¹ for all lines of activity. On the same basis the 64,239 group-occasions would represent an aggregate attendance in the 400 schools during the winter of 1913-14 of 3,276,189. That is to say, the gatherings (outside of the regular night-school classes) in those schools of 82 cities which were devoted to systematic extension work totaled for one season over three and a quarter millions of people. These figures are, of course, not set forth as accurate statistics of attendance. They represent merely an estimate, but one that is believed to be well below the real fact.

¹ These cities are: Allentown, Pa.; Aurora, Ill.; Baltimore, Md.; Bloomfield, N. J.; Boston, Mass.; Buffalo, N. Y.; Cincinnati, Ohio; Cleveland, Ohio; Detroit, Mich.; Duluth, Minn.; Gary, Ind.; Hoboken, N. J.; Jersey City, N. J.; Kansas City, Mo.; Lawrence, Mass.; Lexington, Ky.; Milwaukee, Wis.; Omaha, Neb.; Orange, N. J.; Pittsburgh, Pa.; Reading, Pa.; Richmond, Va.; St. Paul, Minn.; San Francisco, Cal.; Santa Rosa, Cal.; Superior, Wis.; West Hoboken, N. J.; West Orange, N. J.; Youngstown, Ohio.

It will be remembered that no schools (see p. 30) were included in Table 2 whose evenings open fell below twice a week (or one night for two lines of activity) in frequency during the period of the report. This rule excluded not only many schools located in the 53 cities represented in the table, but all of the schools in 52 other cities¹ from which filled-out Evening Use Record cards were received. So the extension work we have analyzed in detail, is that of selected cities and in each city of selected schools. It represents only a slice off the top of a pyramid of wider use, whether viewed from the standpoint of the country as a whole or that of the individual city. The lower part of this pyramid, in the case of the country, was vaguely outlined in the first list (Table 1) of 603 cities. To give for the individual city a more definite idea of the excluded portion of the pyramid is the object of Table 7. In these five cities the completeness of the records furnished by the school authorities enables us to state accurately the number of the schools whose evenings open were below the standard of frequency which we arbitrarily set and how many group-occasions took place in them during one month.

TABLE 7.—*Group-occasions during March, 1914, in selected (tabulated) schools compared with those of excluded schools in five cities.*

Cities.	Selected.			Excluded.		
	Schools.	Group-occasions.	Group-occasions per school.	Schools.	Group-occasions.	Group-occasions per school.
Louisville, Ky.	4	101	25	32	58	2
Minneapolis, Minn.	13	913	70	32	380	12
Philadelphia, Pa.	12	507	42	58	462	8
St. Louis, Mo.	5	91	18	45	90	2
South Bend, Ind.	6	.....	.....	41	41	1

The figures for four (South Bend not in tabulated list) cities show that the schools in the excluded list are from three to nine times as many as those in the selected lot, and while they can not be taken as the ratio for the country as a whole they throw a clear side light upon the broad, pyramidal outlines of the extension work in the individual city. Generalizing roughly, the extent of wider use is inversely proportional to its intensity.

¹ Cities reporting extension activities which are not tabulated: Adrian, Mich.; Annapolis, Md.; Beardstown, Ill.; Beverly, Mass.; Boulder, Colo.; Charleston, S. C.; Chelsea, Mass.; Chicopee, Mass.; Clinton, Mass.; Dunkirk, N. Y.; Elmira, N. Y.; El Paso, Tex.; Everett, Mass.; Fargo, N. Dak.; Fresno, Cal.; Greenfield, Mass.; Harvey, Ill.; Holyoke, Mass.; Iola, Kans.; Kansas City, Mo.; La Salle, Ill.; Leominster, Mass.; Marquette, Mich.; Marshfield, Wis.; Michigan City, Ind.; Muskegon, Mich.; Nelsonville, Ohio.; New Bedford, Mass.; Noblesville, Ind.; Olympia, Wash.; Pana, Ill.; Pasadena, Cal.; Paterson, N. J.; Prescott, Ariz.; Rathway, N. J.; Rutherford, N. J.; St. Cloud, Minn.; Santa Ana, Cal.; Scranton, Pa.; Selma, Ala.; South Bend, Ind.; Southington, Conn.; Springfield, Ill.; Springfield, Mass.; Stoneham, Mass.; Summit, N. J.; Swissvale, Pa.; Wabash, Ind.; Westerly, R. I.; White Plains, N. Y.; Whiting, Ind.; Windber, Pa.

EXTENSION ACTIVITIES BEFORE 6 P. M.

Brief mention only can be made of the growth in activities in public schoolhouses during the interval between the afternoon dismissal of classes and nightfall. In high schools this has long been a favorite period for meetings of student societies and athletic contests both in and out of doors, and now a similar practice has got under way in the elementary schools. In many places, immediately after school is the hour for the teachers' meeting and the time when the mothers' club meets in the kindergarten. To these occasions are being added others which have grown out of various local educational and social needs. For example, in Grand Rapids, Mich., parochial classes in domestic science use the public schools on certain afternoons from 4 to 6 o'clock, and three times a week the parents' council meets at 3.30 p. m. In Evanston, Ill., a children's class in gymnastic dancing supported by membership fees, a children's orchestra, the room basket-ball teams, and several other pupil organizations keep school buildings open after the ordinary closing time. These are samples only of the miscellaneous afternoon occasions which are developing spontaneously in the schoolhouses of many cities.

In some places the after-school day activities have been placed upon a systematic basis. In Louisville, Ky., programs averaging from 82 to 20 group-occasions a month were given during the season of 1913-14 in four schools, which, after supper, were also devoted to social center work. The afternoon activities included story telling and lectures, entertainments, adult society meetings, some form of athletics, club work, and games or reading rooms. For a number of years the physical training department in Newark, N. J., has organized folk dancing, basket ball, and games for the after-school enjoyment of the regular pupils, and similar opportunities are afforded in other cities, sometimes under a school athletic league and sometimes under a playground organization. In New York City much of the Public Schools Athletic League work has for many years been carried on at the close of classes. For the school year of 1913-14 the physical training department of this city was allowed an appropriation of \$79,000 for opening 163 after-school play centers. Through this provision playrooms and yards were thrown open, under supervision, to the public from 3 to 5 p. m. five times a week. The attendance and growth of this work are indicated by the following figures:

TABLE 8.—Attendance for two years on March 5 at the New York after-school play centers.

	1914	1915
Boys.....	88,269	126,077
Girls.....	15,909	21,758
Total.....	104,268	148,735

Other phases of this subject are the (a) lengthening of the regular day program as illustrated in the case of the Gary plan and its imitators, and (b) the extension of the school year that is accomplished by the vacation session and the all-year school, but no recent data upon these features are available for this discussion. Casual reports, however, indicate steady growth in all of these fields.

LETTING REGULATIONS.

The marked increase of late years in miscellaneous evening occasions in school buildings is largely due to the new spirit which has appeared in school letting rules. It does not yet pervade all of them, but each year sees an extension of its vogue. It is well expressed in the regulations (published March, 1914) recently adopted by the Joliet (Ill.) Board of Education.

In order that the public school plant may serve a wider community use, the board of school inspectors will bear the expense of lighting, heat, and janitor service when the school is used for the following purposes:

- (1) Adult clubs or organizations for the discussion of educational, civic, and community problems.
- (2) Public lectures, entertainments, or indoor recreational or educational activities.
- (3) Club work among young people—literary, musical, dramatic, social—under supervision arranged by the school authorities.
- (4) Political discussions may be permitted when announced in advance, and equal opportunity given for presentation of both sides of the question, in accord with the American spirit of fair play.

The above activities must be determined and controlled by a free organization of patrons and teachers of the community. The present rule barring the use of tobacco on school premises must be respected.

Free use of school accommodations has for some time been pretty generally accorded to parent-teacher societies and other associations with allied aims. Some cities still forbid the holding of pay entertainments by such organizations, while others give this privilege when the proceeds are for the advancement of educational purposes or for the benefit of the general public. When any charge is made to bodies in this group, it is usually only that required for the extra compensation of the janitor. A minority of cities ask such organizations to defray also the expense of heat and light.

But the more significant fact is the tendency that is exhibited in the Joliet rules just quoted. It is the recognition of the principle that a school board is exercising an educational function when it gives the use of an auditorium to a woman's club, an antituberculosis society, or an amateur musical club. If the occasions of these and similar organizations do add to a community's fund of knowledge, culture, and civic life, then the facilitation of them through the donation of school accommodations is strictly within the purposes of a board of

education. This attitude is illustrated in a rule passed by the school board in Long Branch, N. J., after the opening of a new building:

It shall be open to all meetings of citizens for the discussion of public questions intended to benefit the city; for meetings of civic clubs; for meetings of associations of unrestricted membership, whose object is improvement or public welfare, as woman's clubs, choral societies, etc.; for entertainments and lectures to which the public are admitted free or of which, if admission is charged, the proceeds are for the benefit of the general public.

The difficulty inherent in applying such a hospitable rule is that of making certain that public motives predominate over private motives in the purposes of the group desiring to use the buildings. A solution of this problem, which is widely favored, is the requirement of *unrestricted* membership already mentioned in the Long Branch rule. Wisconsin, California, Indiana, and Maryland have made it obligatory, by legislative enactment, upon school boards to grant the privileges of school edifices to all nonpartisan, nonsectarian, and nonexclusive organizations *without cost*.

Of course every evening opening of a schoolhouse does cause additional expense to somebody. The janitor's good nature will cover a slight margin of extra work, but its limits are very quickly found. The contingent fund or some margin in the general maintenance appropriation ordinarily gives a school board a certain amount of leeway in supplies of gas, electricity, or coal. Within this leeway a certain number of extra demands can be made upon these supplies. When, however, the evening occasions exceed that number, some definite provision has to be made for the extra cost. In the majority of cases now it is assessed, as accurately as it can be estimated, upon the organizations which enjoy the use of the buildings.

A clear formulation of this principle, together with some experience gained in applying it and a recognition of the wisdom of appropriating funds definitely for the defrayment of the expenses incidental to the opening of school auditoriums for public purposes, is to be found in the following statement (dated Dec. 13, 1913) by Supt. Henry Snyder, of the policy pursued by the Jersey City Board of Education:

In the spring of 1912 the board of education began the practice of allowing recognized political parties, or local divisions of them, to use any of the schools that might be desired for political meetings. It is very interesting to note that on May 22, 23, 24, and 25, 1912, Senator La Follette, ex-President Roosevelt, President Taft, and Gov. Wilson, candidates for the Presidency of the United States, successively appeared and delivered addresses in the order named in the auditorium of the William L. Dickinson High School. Political meetings were held in the schools in the spring and fall of 1912 and in the spring and fall of 1913.

As has been stated, the board of education pays the cost of maintaining community centers. For the present school year the board has also assumed the cost of operation in the case of the People's Institute. In the cases of other activities, however, no provision has been made for defraying the cost of operation out of public funds. The

board has, therefore, required all outside agencies which use the school buildings to pay the actual cost. The board has carefully avoided considering the amount so paid as rental. It has determined as accurately as possible the actual cost to the board of opening and operating the schools used for public purposes, and has required those who use them to pay, in each case, the sum fixed. This policy has been followed because the board did not wish to divert the moneys appropriated for the education of the young in the day schools or other schools to other purposes. At the same time it has been our belief that the public should have as generous use of the school buildings as was consistent with their use by pupils of school age, and that, therefore, the board could not be justified in charging a "rental" which might be intended as a source of profit, drawn necessarily from the people. While such a profit, if there were one, should of course be devoted to regular school purposes, it would practically be an additional incidental appropriation or contribution made by the people. While the amount might be small, the principle involved could hardly be defended. Furthermore, it has been our desire not to place obstacles in the way of the use of the school buildings by the public by imposing a charge for such use which might be prohibitive, but on the other hand to encourage such use by fixing the charge at the actual cost to the board. We believe, moreover, that the board of education or the city should provide funds for the use of any school which may be granted by the board of education to citizens, and hope that specific appropriations may be made for the purpose. It should be assumed that from the public use of the school buildings by the public, authorized or permitted by the board of education, there will accrue a recognized public benefit and that the cost of such use should therefore be paid by the public.

The board of education has as yet not adopted formal rules regulating and limiting the use of school buildings by the public. It has preferred to act on each application in accordance with a liberal yet careful policy. It does not, on the one hand, desire to prevent any proper use of the buildings, nor on the other hand does it desire to put itself in a position in which it would be compelled by a technical interpretation of formal rules to allow the use of school buildings for private or personal profit. As experience accumulates, it will be possible to formulate in time liberal and yet wise rules which will accomplish both purposes.

I ought to say that the experience that we have had in permitting the general use of the schools to the public has justified the policy of the board of education. We find that the public has appreciated the privilege. We have, of course, always made ample provision for protecting the buildings against damage and have required those using the buildings to pledge themselves to repair any damage. I am glad to say that those who have used the buildings have been careful of them and have not inflicted any material damage. They have recognized quite willingly the propriety of the prohibition against smoking in the buildings and have complied in general with the requirements, which have been the same as those which govern the usual school gatherings.

The suggestion made above that a municipality might well make a specific appropriation for the purpose of facilitating the wider use of school buildings by outside organizations has already been applied by New York City. This city's school budget for 1914 contained a sum of over \$5,000 and that of 1915 one of over \$9,000 for the payment of janitors' fees in connection with the social center activities carried on in public schools by a number of voluntary organizations. These bodies were contributing funds and workers to the maintenance of wholesome amusements and social opportunities in addition to those being provided by the board's regular recreation workers. By

taking over the janitor's fees the city authorities not only showed a substantial recognition of the importance of the work but were of direct assistance in extending it. The amount of the appropriation is determined through consultation with the representatives of the voluntary associations upon the basis of their respective schedules of schoolhouse occasions planned for the coming year. This instance illustrates an interesting development in the relation between school boards and voluntary organizations. It shows the feasibility of granting permits for an extended period of time to outside bodies of approved responsibility and a sincere interest in public welfare.

Some of the social center organizations just referred to in New York City were maintaining activities in school buildings four or five nights a week. Under such circumstances a special permit could not of course be issued for each occasion, so a practice developed of giving to such organizations an extended permit revocable at the pleasure of the board, granting the use of certain accommodations for an indefinite period. In accordance with the provisions of this understanding, these organizations have also been holding concerts, motion-picture entertainments, and social dances, at which an admission fee has been charged. The funds thus obtained have been used for the maintenance of the activities. A statement of receipts and disbursements is made periodically by the organizations to the board of education. This practice has now been going on for several years, and at the present time there are some score or more of schools in which voluntary groups are operating. In consideration of the wholesale character of the use which is made of school property and the public ends thereby accomplished, there is a propriety in making special arrangements and rates for these cooperating organizations. This practice has of course been followed in the case of home and school organizations in many cities. It is now being extended to other groups having more or less similar purposes.

In regard to the use of school buildings by religious organizations, no new tendency seems to be discernible. The greatest variety of practice prevails. In some places the ban upon all sectarian occasions within school premises is rigidly maintained, while in others considerable latitude is allowed. In Grand Rapids certain grades from the parochial schools come afternoons to the public school for domestic science instruction. In Sioux City, for example, many of the schools are used for Sunday School purposes, while the Jewish people and some other sects are using the schoolhouses after 4 o'clock for their own particular instruction. These are sporadic instances. In isolated communities of a common religious persuasion school buildings have always been and are still used more or less frequently by sectarian organizations; but that such use is on the increase or on the wane can not be confidently stated.

In respect to the political use of school buildings, however, there are evidences of a growing liberality. During the spring election of 1914 in Chicago, 142 school buildings were used for political meetings, four-fifths of which were under partisan auspices. At the same election 75 school buildings were used as polling places. Reference has already been made to the political meetings in Jersey City school buildings, and the reports from the country as a whole show a notable increase in such occasions. In practically all of these instances, especially in the case of meetings under partisan auspices, a fee is charged, generally somewhat in excess of the actual cost for opening the building. The letting of school buildings at a fee which involves a profit for all sorts of occasions is very general throughout the United States. The more significant changes in school board policy are those in the direction of greater hospitality to outside organizations as outlined above.

TYPES OF SCHOOL EXTENSION ADMINISTRATION.

In the evolution of administrative machinery the earliest form is probably represented by the passive letting of school accommodations to outside groups. Even within this stage there are degrees of effectiveness. Some school boards which have not yet taken an aggressive attitude have nevertheless encouraged wider use through simplification of the letting procedure and thus really have brought about considerable use of school property outside of class hours.

In Cleveland, Ohio, during the school year 1913-14, 298 organizations used the gymnasiums and auditoriums of 74 buildings a total of 1,932 times, for which privilege they paid custodians' fees amounting to \$1,729.81. The records of many other cities would show an extended use of a similarly spontaneous character.

School extension administration does not, however, assume a positive form until there is some body, or specialized part of some body, whose specific purpose it is to initiate and carry on extension activities. At first this new function is ordinarily assumed by some body outside of the school or municipal government. As it grows in size and importance, it passes from the voluntary body to some branch of the municipal government—in its ultimate phase, to the board of education. Examples illustrating the different steps in this evolutionary process may be briefly mentioned.

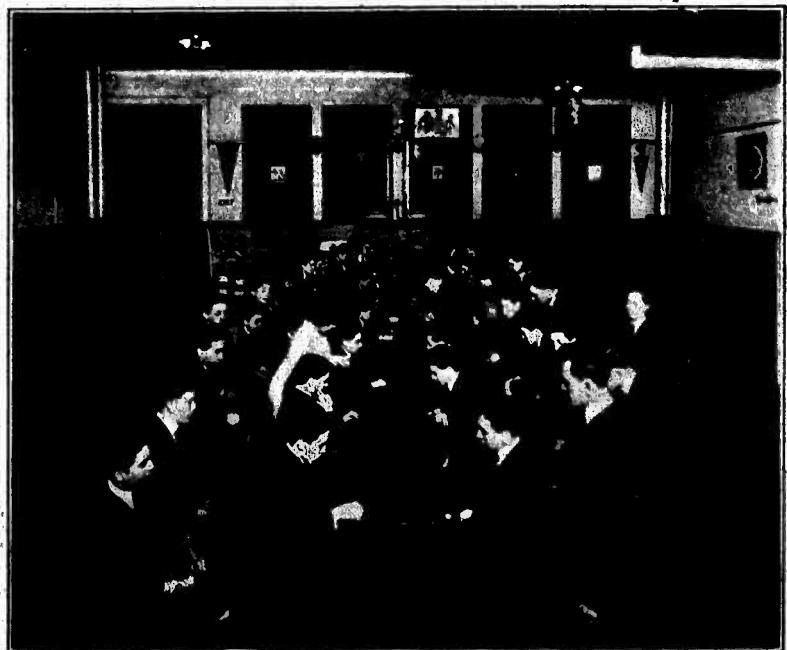
1. *Voluntary initiative and support.*—In Allentown, Pa., Wheeling, W. Va., and Youngstown, Ohio, the local playground association provides a supervisor and supports social centers in public schools. The voluntary organization may also be a woman's club or some other association. In Trenton, N. J., it is the Social Center League, whose work has the assistance of principals and teachers.

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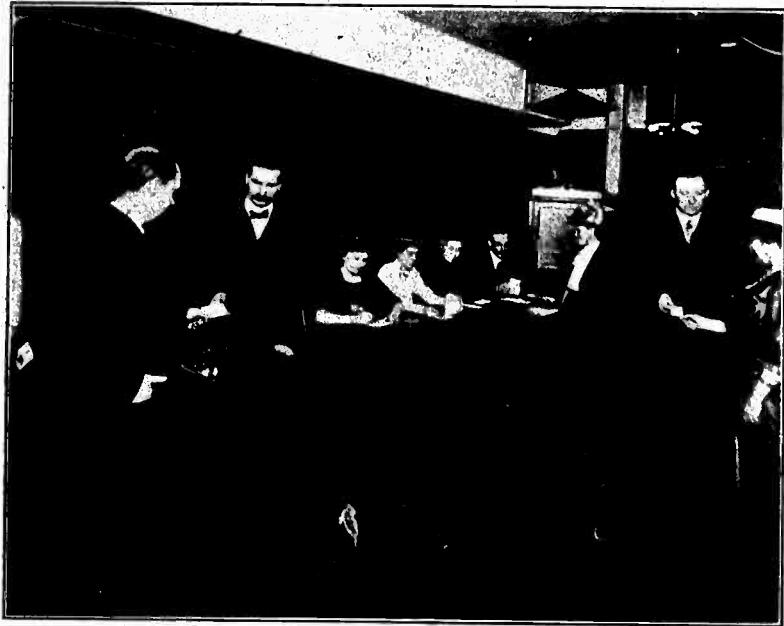
4. PREPARING THE SCHOOL WORK IN A STUDIOUS ENVIRONMENT.



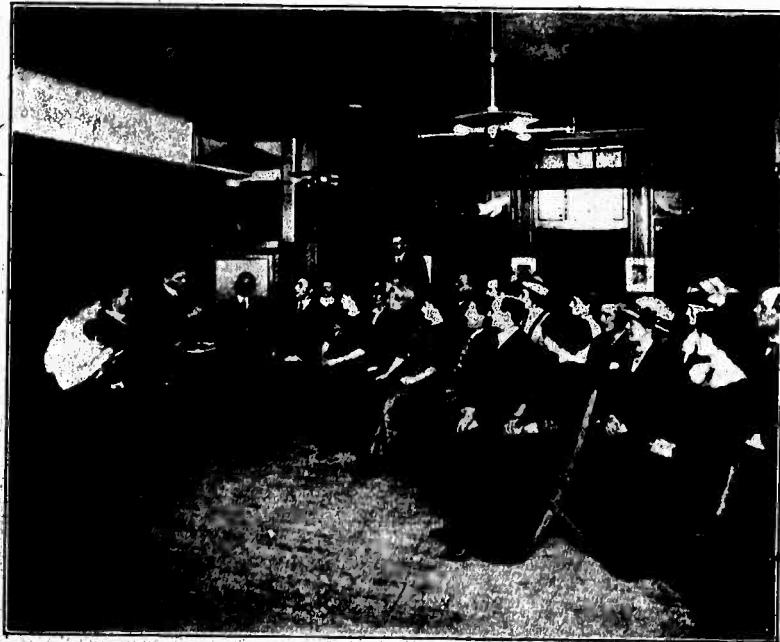
5. A CHECKERS TOURNAMENT.

BUREAU OF EDUCATION

BULLETIN, 1915, NO. 28 PLATE 10



A. BALLOTTING FOR THE OFFICERS OF A NEW YORK COMMUNITY CENTER ORGANIZATION.



B. A NEIGHBORHOOD COMMISSION WHICH GOVERNS THE CENTER AT E. S. 41, MANHATTAN, NEW YORK CITY.

BUREAU OF EDUCATION

BULLETIN, 1915, NO. 28 PLATE 11



A. A HUNGARIAN DANCE IN A "PAGEANT OF ALL NATIONS."

This affair was produced by the community center at P. S. 63, Manhattan, New York City,
Courtesy of International News Service.



B. THE MOTHERS OF A NEIGHBORHOOD GETTING TOGETHER.

2. School board committee with citizen cooperation.—This type is exemplified in Saugerties, N. Y., and Hannibal, Mo. In Plainfield, N. J., there is a citizens' committee on evening recreation, in which the board of education is represented by its president and the superintendent of schools. This body employs the supervisor and controls the extension activities, maintenance funds for which are provided in part by the school board. In Louisville, Ky., the social centers are severally maintained by a local neighborhood organization. Each of these bodies sends two representatives to the "Social Center Council," which is composed of a member of the board of education, the superintendent of schools, the business director of the board, the director of the social centers (a volunteer), and the representatives from the various centers. The school board provides heat, light and janitor service, and a liberal amount of equipment.

3. Municipal body other than school board.—Under an arrangement promoted by the local playground association in Grand Rapids, Mich., the park and school boards together maintain a department of municipal recreation, the board of education having jurisdiction over the social center, public school athletic league, and boy scout activities in the school buildings and the board of park commissioners controlling the playgrounds, swimming pools, and winter sports. These activities are all under the direct management of the supervisor of the department of municipal recreation. In this city the public library maintains branches open from noon until 9.30 in the evening in six school buildings. In Philadelphia, the social centers formerly conducted by the Home and School League are now carried on by the Municipal Recreation Commission. In Kansas City, Mo., the Public Welfare Board cooperates with the board of education in the conduct of miscellaneous meetings, entertainments, and club activities in schoolhouses.

4. Management vested in the school board.—This, the final stage in the administration of extension activities, also exhibits various degrees of development, corresponding to the rank of the person put in charge and the size of the staff employed. In Superior, Wis., each center is under a grade teacher especially employed to give part-time to social center supervision. In Pittsburgh, Pa., the director of the evening schools also has charge of the extension work, and is allowed a certain number of assistants for the conduct of social center groups. In Cincinnati, Ohio, a director of social centers gives his entire time to the development and direction of the neighborhood organizations which carry on the activities. An assistant superintendent of schools gives part of his time to the conduct of social and recreation centers in Chicago and Rochester. In Boston a director of extended use of public schools is employed, working directly under

the superintendent of schools and having the advisory assistance of a special committee of the Women's Municipal League. The director uses both paid and volunteer helpers.

In Milwaukee a department of school extension runs the after-school playgrounds, social centers, and evening schools. In San Francisco a department of physical education, athletics, and social and lecture centers has been organized by the school board under one head, to have charge of the activities named. In New York City there is a department of public lectures under a supervisor of lectures who reports directly to the board of education. Under the city superintendent of schools the director of physical training conducts after-school play centers and a division superintendent is assigned to the conduct of recreation centers, vacation schools, and school playgrounds, and there are also social and recreational activities connected with some of the evening schools. Alongside of the New York recreation centers under the supervision of their head have recently developed a number of community centers which are largely maintained by local neighborhood organizations; most of which have been developed, however, through the expert leadership furnished by the People's Institute, several social settlements, and other voluntary organizations. This concluding phase of administrative control brings us to an aspect of the subject which is worthy of more extended consideration.

COOPERATION IN CONTROL AND SUPPORT THROUGH NEIGHBORHOOD ORGANIZATION.

The New York City community centers just referred to number at the present time (April, 1915) a score or more. Most of them are managed by a local association working in cooperation with members of the recreation center staff and an expert organizer contributed by a volunteer organization, as a rule, not of the neighborhood. With this expert tutelage and assistance the local association maintains social and recreational activities, some of which bring an income, such as social dancing, motion pictures, club dues, concerts and entertainments, association membership dues, and sale of refreshments. This is a comprehensive list, not every center using all of these means for raising an income. Among the other activities carried on at the various centers may be mentioned labor forums, game and study rooms, civic meetings, orchestra and mandolin club rehearsals, gymnasium work and athletics, summer playgrounds, and special holiday celebrations such as New Year's Eve parties and Christmas festivals. Most of these centers are open during the winter season five evenings a week, and in several cases where outdoor courts or roof gardens permit, social dancing and other amusements are provided

throughout the summer months. Some idea of the extent and success of this work can be gathered from a statement of their finances during one year.

TABLE 9.—*Funds raised in one year at four community centers in New York City.¹*

Schools.	Gifts.	Receipts from activities.	Total.
Public School No. 17.....		\$1,828.85	\$1,828.85
Public School No. 63.....	\$2,023.25	2,747.04	4,770.29
Public School No. 66.....	3,311.78	802.13	4,113.91
Public School No. 95.....	500.00	3,090.26	3,590.26
Total.....	5,835.03	8,408.28	14,303.31

¹ Data obtained from a pamphlet entitled "Notes on Community Center Work in School Buildings," published by the People's Institute, 70 Fifth Avenue, New York. This pamphlet and others of the series give detailed accounts of these centers.

The more significant aspects of the community-center development may be briefly mentioned.

(a) While the community-center scheme of management puts a part of the cost upon the participants, the results of this arrangement have so far been not so evident in the reduction of expenses as in the extension of the center's benefits. It is probable that the expenditure of funds upon the expert leadership required for the development of the neighborhood organization will be considerable and continuous, but it is believed that this item will occasion little remonstrance from the taxpayer in view of the large financial cooperation which is thus locally secured. Furthermore, the intimate contact with school matters which is brought about by the community center makes it an effective propagator of popular sentiment in support of the educational budget.

(b) Another important effect of having local participation in the management and direction of the community center is the closer adaptation of its activities to the needs of the respective neighborhoods which is thereby secured. The public discussions will more likely be devoted to topics of vital and local interest; the social customs will conform more closely to local prejudices; the amusements provided will supplement local deficiencies or tend to offset local menaces.

(c) The assembling of a group of parents to think about the recreational, social, and civic needs of their neighborhood occasions ardent discussions and fierce struggles between opposing ideals. The general controversy thus engendered accomplishes results of unusual educational value. The different coteries, circles, and cliques represented in the central group reverberate with the echoes from its meetings. Any standard of conduct which crystallizes as a result of the agitation and any solution reached concerning the problems con-

nected with the social and recreational life of the neighborhood will have much closer application and wider acceptance than any which could have been thrust upon the community by an outside agency.

(d) The community center association is an end and not a means in this kind of school extension work. Getting a community to think and plan and conduct its own recreational affairs is a more advanced development than that represented by the case of a central agency conducting social and recreational affairs for a neighborhood. The nature of social life is such that it can not be thrust upon people from the outside. It must be the life of the people themselves or it is not social life.

(e) The conditions of the development of a community center are present in every neighborhood that surrounds a schoolhouse. As a matter of fact, the various parent-teacher associations and ward-improvement societies now meeting in school buildings in many places throughout the country are community-center associations in embryo. Under the stimulation of expert guidance they could all be developed into active, capable agencies for comprehensive school-extension undertakings.

ADAPTATION OF BUILDINGS FOR EXTENDED USE.

Through the operation of both pedagogical and social motives, the newer elementary school edifices show an increasing suitability for community use. The publishers of the "American School Board Journal" have recently issued compilations of various building plans which have appeared in this periodical.¹ Of 115 grade school plans examined, 69 exhibited provision for auditoriums and 22 showed gymnasiums. In the majority of cases the latter feature appeared in schools which also had assembly rooms. There were a few, however, which showed that the gymnasium was preferred to the auditorium. In two-thirds of the cases the auditoriums were located on the first floor and the average capacity was around 500. Among the other features which are becoming commoner in new elementary school plans are plunges and library rooms. In some cases the swimming pool is present, although the gymnasium is absent. A new Columbus, Ohio, school shows a gymnasium, lunchroom, and pool, but no auditorium. The collection of plans from which these conclusions have been drawn is made up, of course, of the more significant structures which have recently been erected and can not be considered as representative for the country as a whole. They illustrate however, the most advanced and generous thinking now being done in this country in school architecture.

¹ "Grade School Buildings," compiled by Wm. C. Bruce, Bruce Publishing Co., Milwaukee, Wis.
"High School Buildings," compiled by Wm. C. Bruce, American School Board Journal, Milwaukee, Wis.

In Natchez, Miss., the Carpenter Memorial School contains not only a swimming pool and gymnasium, but capacious library accommodations, the latter embracing reading and reference rooms and space for stacks. Preston Hall, the gift of a public-spirited citizen in Waitsburg, Wash., houses not only the vocational and physical education departments of the local high school, but a gymnasium, swimming pool, and pair of bowling alleys. The recreational facilities are for the benefit of all the citizens of the village. It would seem that private donors of school edifices are increasingly animated by the motive of furthering the community use of school buildings.

Adaptability for other than regular school use is also showing itself in the seating. There are now three types of movable school desks and chairs on the market, and the use of this kind of furniture seems to be upon the increase. The Washington Irving High School, New York City, is equipped throughout, except in rooms allotted to special branches, with flat-topped desks and ordinary movable chairs.

In Milwaukee the adaptation of school accommodations for social and recreational purposes has been greatly furthered by special equipment. The various social center directors are provided with private offices, roll-top desks, and telephones. For the storage of equipment closets and shelves are placed in convenient spaces in corridors and basements. Many of the rooms used for recreational purposes are located in the basement, and these have been made attractive and clublike through ample use of paint, pictures, and book cabinets, and a supply of chairs and plain tables. Partitions and gates have been set up where it was desirable to effect a separation between the regular classrooms and those allotted for evening use. Many of the centers have modern shower-bath equipments, and 25 pool tables have been installed. The assembly rooms are fitted with large electric lights of high candlepower and are stoutly screened to admit the use of the room for basket ball and similar games. Most of these large rooms have also been equipped with trough foot-lights and sliding curtains, as well as motion-picture booths, and one of the more prominent centers attracts the public through a large illuminated sign over the front entrance.

All the indications seem to point toward a gradual transformation of school property such as will make it more suitable for the increased educational burden that is being laid upon it.

CONCLUSION.

In the midst of the extraordinary variety and diversity of school-extension undertakings it is not easy to find unity or simplicity. If we go deep enough, however, certain general truths do appear. In the first place the facts which have been presented throw into relief

a fundamental tendency of modern civilization. After release from toil individuals do not nowadays generally seek seclusion; they join with others in some mutually satisfying activity. From this standpoint a meeting of a civic association, an audience listening to a lecture, a regular night-school class in mechanical drawing, a reading room full of people, a social dancing party, a crowd at a basket-ball game are all the same sort of thing. They are groups or collections of individuals participating in or engaged by the same series of events.

The influence of the group principle is often operative when persons are physically alone. The recluse student of philosophy is, more than he realizes, seeking the company of thinkers. The solitary reader of novels is associating with circles of people, even if they are fictitious in substance. The lonely magazine reader is often conscious of the particular class of subscribers who join him in his monthly menu. The newspaper is valued because it puts the individual in touch with the rest of the world. The isolated inventor or artist is animated by visions of the companies, societies, or audiences he will benefit, instruct, or move. But even among this class of individuals personal association for the advancement of their special purposes is on the increase. Scientists, researchers, musicians, and artists, especially during the apprentice period, are more and more working in public laboratories, libraries, classes, and leagues.

As a rule, all group life whose inner workings will bear wide publicity meets wholesome human needs. There may be classes in pocket picking and crude conferences among gamblers, but they are not advertised in the public press. There may be gangs of burglars and panderers, but they avoid the limelight. One does not read of the annual meetings of the association of embezzlers, but the newspapers are full of the congresses and gatherings of all socially healthful bodies. It might indeed be laid down as a principle that the higher the approbation a group believes it is entitled to receive from society, the more confidently it will publish its meetings and doings.

The services rendered in the functionings of the various groups to their respective members can not be ranked in degrees of importance. A dance which gives full expression to the social instincts of a party of healthy young people is probably meeting just as vital developmental needs as those which are satisfied by a learned discourse upon ethics before an audience of mature men and women. Generally it may be said that any leisure-time activity involving organization which a considerable group heartily, publicly, and unashamedly undertakes affords the precise kind of expression which, more than any other, it needs at that time and at the particular stage of development its members have reached.

Associations of adults, not devoted to money-making, seldom exist for vicious ends. The loosest kind of an organization involves some subordination of individual desires, and persons given to uncontrolled selfishness are not usually willing to endure even this discipline. What many people join in working for is generally noble; on the other hand, what a multitude passively receives may be mean; it depends upon the purveyor. Men will witness a burlesque performance which they could not be hired to join in producing. Thus it is with most of the unwholesome group activities. Instead of active participation, they generally involve the consumption or passive witnessing of somebody else's products or doings. So that, generalizing roughly, it may be laid down that a group activity which encourages open self-expression on the part of the members is usually of a salutary nature.

After the exactions of labor, people demand a period of freedom for the play of personal desire. They insist upon devoting their leisure to either amusement or play, to either self-satisfaction or self-expression. As we have seen, so far as group activities are concerned, deterioration is more likely to result from passive amusements than from personal expression. Whether an individual joins with a group devoted to indulgence or to one encouraging personal assertion is determined by several factors, chief of which is probably the degree of exhaustion. The person who feels no energy within demanding an outlet turns naturally toward passive amusement. This is, of course, especially true of elderly people. But the unfortunate fact is that a large number of youths and persons still in the heyday of life are devoting their leisure to passive indulgence and degenerating satisfactions when their ample margins of energy could be ~~recreatively~~ expended in play and self-development. What holds these persons back from the more active and profitable pastimes is not so much monetary poverty as it is the lack of space and leadership, and ignorance of the advantages and possibilities of group organization. Providing suitable meeting places and skillful group organizers would, for a vast majority of them, change the margin of the day from periods of waste and drifting into times of upbuilding and character-strengthening self-direction. Uncongenial forms of activity can not be imposed upon these inchoate groups, because such do not afford self-expression. But a sympathetic, analytic, penetrating leadership which can discover and contrive outlets and vehicles of expression for their latent aspirations and abilities can always control their conduct.

The opportunity then which society possesses, and has already begun to use, by reason of a vast equipment of school accommodations which are not employed for their original purpose during the periods of popular leisure, may be summed up as follows:

1. Purveying beneficial amusements to those who are prevented by fatigue from engaging in active play and who otherwise might receive their satisfaction at the hands of unscrupulous vendors.
2. Stimulating the growth of those groups which are capable of self-organization and government by furnishing them with meeting places.
3. Promoting the formation and vigor of groups which might be incited to self-expression by furnishing both quarters and leadership.

In these ways public education is extending its distinctive function of improving human society. That this work will undergo still greater and more systematic extension is clearly foreshadowed by the trend of present developments and the persistency of the forces behind them.

APPENDIX.

The data which have been presented in the foregoing study, with the exception of those given in Table 1, were all gathered through the cooperation of the school officials in various cities throughout the country. The vehicle used in gathering records of the evening occasions in individual schools was a 5 by 8 inch card, a copy of which is shown on the following pages. A supply of these cards was offered to the superintendents of schools in all of the cities of 5,000 population and over. As has been stated, cards were supplied to 234 cities, and filled-out cards were received from 110 of these.

A copy of the circular letter inviting the superintendents of schools to participate in this study follows.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

WASHINGTON

January 16, 1914.

DEAR SIR: Desiring to obtain information in regard to the use of schoolhouses and equipment for activities and interests other than those of the ordinary school work, for which they have been used almost alone in the past, and to promote their use for educative, social, civic, and recreative occasions, after class hours, the Bureau of Education has asked and obtained the ready cooperation of the Russell Sage Foundation in planning and carrying forward an investigation into the subject as outlined in the accompanying statement by Mr. Clarence Arthur Perry, assistant director, department of recreation, Russell Sage Foundation.

For the convenience of those who will assist in collecting this information, Mr. Perry has, with the assistance of the Bureau of Education, devised the record card blank on page 3 of the statement. To each person applying at once to the Bureau of Education, there will be sent, free of charge, a sufficient number of copies of this record blank for a complete record of all after-school occasions during the months of February, March, and April—three cards for each of the school buildings under his or her charge. The blanks, when filled out, should be returned to the Bureau of Education for use in compiling the report on this subject.

To give this report its highest value, it should include the complete record of such uses made of any schoolhouse during these three months in all cities of 5,000 population and over.

If any of the school buildings under your care are used for other purposes than the ordinary day class work, will you not write at once for blanks, stating how many will be needed (three for each school building), and assist us in this investigation by making the record as indicated.

I feel sure the publication of the results of this investigation will prove helpful in the promotion of a wider use of schoolhouses.

Yours, sincerely,

P. P. CLAXTON,
Commissioner.

973810-15-5

APPENDIX.

(Read entire explanation on the back before making any entries.) 1

EVENING USE RECORD: ACTIVITIES AFTER 6 P. M.

CITY COUNTY STATE	SCHOOL	MOUTH OF	19.....	TOTAL NUMBER OF ROOMS	DAYS																									
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
Dominant activity																														
Total number of rooms used																														
Cultural																														
Number of rooms used for—																														
1. Regular night school																														
2. Lectures																														
3. Entertainments (concerts, etc.)																														
4. Meetings of adult societies																														
5. Public discussions, mass meetings, or civic occasions																														
6. Athletics, gymnastics, bathing, active games, or folk dancing																														
7. Clubs (social, athletic, etc.) or groups (masonic, handcraft, etc.)																														
8. Rooms open for quiet games, reading, or study																														
9. Social dancing																														
10. General social occasions (parties, banquets, etc.)																														

[Reverse.]

INSTRUCTIONS.

TOTAL NUMBER OF ROOMS.

This is the total number of rooms or distinct spaces in the building which are capable of use by pupils or patrons. It includes all classrooms, kindergartens, gymnasiums, auditoriums, library rooms, shops, and domestic-science rooms. If the principal's office and the teachers' rest room could be used evenings by clubs or societies, they should also be included. If indoor games, folk dancing, or club work are practicable in the basement and terraces, these spaces should also be included in the total, counting for as many rooms as the number of distinct groups they could accommodate. Of the open-air classrooms, those which are not available for evening use should be excluded.

DIRECTIONS.

1. Enter the "total number of rooms," as explained above, in the space to the right of those words.
2. Make the following entries daily, on the morning after the uses which they record, and in this order:

(a) Enter in the space immediately under the appropriate date the total number of rooms (and spaces) used on the preceding evening.

(b) Enter opposite each class of activity, under the appropriate date, the number of rooms (and spaces) thus utilized. In case a room, or a space, was used for more than one class of activity, credit it to the class which occupied it the longest period that evening. The sum of these numbers should equal the total already entered under the same date.

(Note.—The work of making entries may be facilitated if, at the beginning of the month, the recorder will draw lines through the columns under the dates of Sundays, other holidays (except Saturdays), and (31) when there are fewer than 31 days in the current month. Sacred concerts on Sundays or special holiday events may still be noted in these columns after the lines have been drawn through them.]

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

1906.

- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1908.

- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- *No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- *No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- *No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 6 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- *No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 3 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- *No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.

II. BULLETIN OF THE BUREAU OF EDUCATION.

- *No. 7. Educational status of nursing. M. Adeleake Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12.]
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- *No. 12. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- *No. 18. Teaching language through agriculture and domestic science. M. A. Leipor. 5 cts.
- *No. 19. Professional distribution of college and university graduates. Balfrey B. Burritt. 10 cts.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mindo.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 8 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and Chas. Goldscheier.
- No. 30. Latin-American universities and special schools. Edgar E. Brandow.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLoan. 20 cts.
- *No. 6. Agricultural instruction in high schools. C. H. Robinson and F. B. Jenks. 10 cts.
- *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cents.
- *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dressler. 10 cts.
- *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- *No. 20. Illiteracy in the United States. 10 cts.
- *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- *No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
- *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- *No. 29. Accredited secondary schools in the United States. Kendrio C. Babcock. 10 cts.
- *No. 30. Education in the South. 10 cts.
- *No. 31. Special features in city school systems. 10 cts.
- No. 32. Educational survey of Montgomery County, Md.
- *No. 34. Pension systems in Great Britain. Raymond W. Sikes. 10 cts.
- *No. 35. A list of books suited to a high-school library. 15 cts.
- *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- *No. 38. Economy of time in education. 10 cts.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann.
- No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- No. 41. The reorganization of secondary education.
- No. 42. An experimental rural school at Winthrop College. H. S. Browne.
- *No. 43. Agriculture and rural life day; material for its observance. Eugene C. Brooks. 10 cts.
- *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- No. 45. Monthly record of current educational publications, November, 1913.
- *No. 46. Educational directory, 1913. 15 cts.
- *No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- *No. 48. School hygiene. W. Carson Ryan, Jr. 15 cts.
- No. 49. The Farragut School, a Tennessee county-life high school. A. C. Monahan and Adams Phillips.
- No. 50. The Pittsburgh plan of cooperative industrial education. M. R. McCann.
- *No. 51. Education of the immigrant. 10 cts.
- *No. 52. Sanitary subpolices. Legal requirements in Indiana and Ohio. 5 cts.
- No. 53. Monthly record of current educational publications, December, 1913.
- *No. 54. Circular reports on industrial education in Germany.
- *No. 55. Decisions and judicial decisions relating to education, Oct. 1, 1909, to Oct. 1, 1912. James C. Boykin and William R. Head.
- No. 56. Educational system of rural Newark. Harold W. Foght.
- No. 57. Bibliography of education for 1910-11.
- No. 58. Statistics of State universities and other institutions of higher education, 1910-11.

See State, 1913-14.

BULLETIN OF THE BUREAU OF EDUCATION.

III

1914.

- *No. 1. Monthly record of current educational publications, January, 1914. 5cts.
- No. 2. Compulsory school attendance.
- No. 3. Monthly record of current educational publications, February, 1914.
- No. 4. The school and the start in life. Meyer Bloomfield.
- No. 5. The folk high schools of Denmark. L. L. Friend.
- No. 6. Kindergartens in the United States.
- No. 7. Monthly record of current educational publications, March, 1914.
- *No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimpson. 15cts.
- No. 9. Monthly record of current educational publications, April, 1914.
- No. 10. Physical growth and school progress. B. T. Baldwin. 25cts.
- *No. 11. Monthly record of current educational publications, May, 1914. 5cts.
- No. 12. Rural schoolhouses and grounds. F. B. Dresslar.
- No. 13. Present status of drawing and art in the elementary and secondary schools of the United States. Royal B. Farnum.
- No. 14. Vocational guidance.
- No. 15. Monthly record of current educational publications. Index.
- No. 16. The tangible rewards of teaching. James C. Boylan and Roberta King.
- No. 17. Sanitary survey of the schools of Orange County, N. Y. K. Flanagan.
- No. 18. The public school system of Gary, Ind. William P. Burris.
- No. 19. University extension in the United States. Louis E. Reber.
- No. 20. The rural school and bookworm disease. J. A. Farrell.
- No. 21. Monthly record of current educational publications, September, 1914.
- *No. 22. The Danish folk high schools. H. W. Foght.
- No. 23. Some trade schools in Europe. Frank L. Glynn.
- No. 24. Danish elementary rural schools. H. W. Foght.
- No. 25. Important features in rural school improvement. W. T. Hodges.
- No. 26. Monthly report of current educational publications, October, 1914.
- No. 27. Agricultural teaching.
- No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.
- No. 29. The kindergarten in benevolent institutions.
- No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan.
- No. 31. Report on the work of the Bureau of Education for the natives of Alaska.
- No. 32. Bibliography of the relation of secondary schools to higher education. R. L. Walkley.
- No. 33. Music in the public schools. Will Earhart.
- No. 34. Library instruction in universities, colleges, and normal schools. Henry R. Evans.
- No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.
- *No. 36. Education for the home—Part I. General statement. B. R. Andrews. 10cts.
- *No. 37. Education for the home—Part II. State action, schools, agencies. B. R. Andrews. 30cts.
- No. 38. Education for the home—Part III. Colleges and universities. Benjamin R. Andrews.
- No. 39. Education for the home—Part IV. Bibliography, list of schools. Benjamin R. Andrews.
- No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.
- No. 41. Monthly record of current educational publications, November, 1914.
- No. 42. Monthly record of current educational publications, December, 1914.
- No. 43. Educational directory, 1914-15.
- No. 44. County-unit organization for the administration of rural schools. A. C. Monahan.
- No. 45. Curricula in mathematics. J. C. Brown.
- No. 46. School savings banks. Mrs. Sara L. Oberholtzer.
- No. 47. City training schools for teachers. Frank A. Manny.
- No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.
- No. 49. Efficiency and preparation of rural-school teachers. H. W. Foght.
- No. 50. Statistics of State universities and State colleges.

1915.

- No. 1. Cooking in the vocational school. Iris P. O'Leary.
- No. 2. Monthly record of current educational publications, January, 1915.
- No. 3. Monthly record of current educational publications, February, 1915.
- No. 4. The health of school children. W. H. Heck.
- No. 5. Organization of State departments of education. A. C. Monahan.
- No. 6. A study of colleges and high schools.
- No. 7. Accredited secondary schools in the United States. Samuel P. Capen.
- No. 8. Present status of the honor system in colleges and universities. Bird T. Baldwin.
- No. 9. Monthly record of current educational publications, March, 1915.
- No. 10. Monthly record of current educational publications, April, 1915.
- No. 11. A statistical study of the public school systems of the southern Appalachian Mountains. No. 11.
- No. 12. The public school system in Alabama. Stephen B. Webb.

IV BULLETIN OF THE BUREAU OF EDUCATION.

- No. 13. The schoolhouse as the polling place. E. J. Ward.
- No. 14. Monthly record of current educational publications, May, 1915.
- No. 15. Monthly record of current educational publications. Index, February, 1914-January, 1915.
- No. 16. Monthly record of current educational publications, June, 1916.
- No. 17. Civic education in elementary schools, as illustrated in Indianapolis. A. W. Dunn.
- No. 18. Legal education in Great Britain. H. S. Richards.
- No. 19. Statistics of agricultural, manual training, and industrial schools, 1913-14.
- No. 20. The rural school system of Minnesota. H. W. Foght.
- No. 21. Schoolhouse sanitation. William A. Cook.
- No. 22. State versus local control of elementary education. T. L. MacDowell.
- No. 23. The teaching of community civics.
- No. 24. Adjustment between kindergarten and first grade. Luella A. Palmer.
- No. 25. Public, society, and school libraries.
- No. 26. Secondary schools in the States of Central America, South America, and the West Indies. Anna T. Smith.
- No. 27. Opportunities for foreign students at colleges and universities in the United States. Samuel P. Capen.